

**BOARD OF GOVERNORS**  
**August 2-3, 2012**  
**Colorado State University-Pueblo**  
**Occhiato University Center**  
**Amended July 30, 2012**

**THURSDAY, August 2, 2012**

**COMMITTEE MEETINGS**

<b>Board of Governors Breakfast</b>	<b>7:30 a.m. – 8:00 a.m.</b>
<b>Commence Meetings – Call to Order</b>	<b>8:00 a.m. – 4:30 p.m.</b>
Evaluation Committee (Dennis Flores, Chair) (3 hr.)	8:00 a.m. – 11:00 a.m.
Real Estate/Facilities Committee (Scott Johnson, Chair) (1 hr.)	11:00 a.m. – 12:00 p.m.
Audit and Finance Committee (and Working Lunch) (Ed Haselden, Chair) (2 hr.)	12:00 p.m. – 2:00 p.m.
Academic and Student Affairs Committee (Dorothy Horrell, Chair) (2 hr. 30 min.)	2:00 p.m. – 4:30 p.m.
<b>Board of Governors Dinner (Hoag Recital Hall, CSU-Pueblo)</b>	<b>6:45 p.m. Reception/7:15 p.m. Dinner</b>

**FRIDAY, August 3, 2012**

<b>Board of Governors Breakfast</b>	<b>7:30 a.m. – 8:00 a.m.</b>
<b>COMMENCE MEETING - CALL TO ORDER</b>	<b>8:00 a.m. – 4:00 p.m.</b>
<b>1. PUBLIC COMMENT (20 min.)</b>	8:00 a.m. – 8:20 a.m.
<b>2. BOARD CHAIR'S AGENDA (15 min.)</b>	8:20 a.m. – 8:35 a.m.
<b>3. EXECUTIVE SESSION (25 min.)</b>	8:35 a.m. – 9:00 a.m.
<b>4. FACULTY &amp; STUDENT REPRESENTATIVES' REPORTS (1 hr.)</b>	9:00 a.m. – 10:00 a.m.
A. <u>Faculty Reports</u>	
• CSU-Pueblo: Faculty Report (10 min.)	
• CSU-Global: Faculty Report (10 min.)	
• CSU-Fort Collins: Faculty Report (10 min.)	
B. <u>Student Reports</u>	
• CSU-Pueblo: Student Report (10 min.)	
• CSU-Global: Student Report (10 min.)	
• CSU-Fort Collins: Student Report (10 min.)	
<b>5. CHANCELLOR'S REPORT AND STRATEGIC PLAN UPDATES (5 min.)</b>	10:00 a.m. – 10:05 a.m.
<b>6. PRESIDENTS' REPORTS and CAMPUS UPDATES (40 min.)</b>	10:05 a.m. – 10:45 a.m.
A. <b>CSU-Pueblo:</b> President's Report – Presented by Lesley Di Mare (10 min.)	
B. <b>CSU-Global:</b> President's Report – Presented by Becky Takeda-Tinker (10 min.)	
C. <b>CSU-Fort Collins:</b> President's Report – Presented by Tony Frank (20 min.)	
<b>7. COMMITTEE REPORTS AND RESOLUTIONS</b>	
A. <b>Evaluation Committee</b> (Dennis Flores, Chair) (2 hr.)	10:45 a.m. – 12:45 p.m.

- BREAK*** (20 min.) 12:45 p.m. – 1:05 p.m.
- COMMITTEE REPORTS AND RESOLUTIONS** (*continued*) (*and working lunch*) 1:05 p.m. – 1:35 p.m.
- B. **Real Estate/Facilities Committee** (Scott Johnson, Chair) (10 min.)
- C. **Audit and Finance Committee** (Ed Haselden, Chair) (10 min.)
- D. **Academic and Student Affairs Committee** (Dorothy Horrell, Chair) (10 min.)
8. **CONSENT AGENDA** (5 min.) 1:35 p.m. – 1:40 p.m.
- A. Colorado State University System
- Approval of June 21, 2012 Board Retreat Minutes
  - Approval of June 22, 2012 Audit Committee Meeting Minutes
  - Approval of June 22, 2012 Evaluation Committee Meeting Minutes
  - Approval of June 22, 2012 Board of Governors Meeting Minutes
  - Personnel Powers Delegated to Presidents Expanded\*
- B. CSU-Fort Collins
- Nondelegable Personnel Actions
  - New Degree Program: B.A. in Dance – Department of Music, Theatre and Dance – College of Liberal Arts\*
  - New Degree Program: B.A. in Theatre – Department of Music, Theatre and Dance – College of Liberal Arts\*
  - New Degree Program: B.S. in Ecosystem Science and Sustainability – Department of Ecosystem Science and Sustainability – Warner College of Natural Resources\*
  - 2011-12 Academic Faculty and Administrative Professional Manual Revisions: University Code, Section C.2.3.2. – Graduate School\*
  - 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section E.5.3 – Guidelines on Teaching and Advising Responsibility \*
  - 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section G.1 – Study Privileges\*
  - 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section I – Academic and Legal Matters\*
  - Student Conduct\*
  - Emeritus Rank Designations\*
  - Revisions to Sabbatical Leave for 2012-2013\*
- C. CSU-Pueblo
- Faculty Handbook Amendment – Academic Freedom\*
  - Faculty Handbook Amendment – Retired Faculty Privileges\*
  - Faculty Handbook Amendment – Grievance and Meditation Policy\*
  - Emeritus Rank Designations\*
  - Program Review Schedule\*
- D. CSU-Global
- New Degree Program: Bachelor of Science in Marketing\*
  - New Degree Program: Bachelor of Science in Project Management\*
  - New Degree Program: Bachelor of Science in Human Services\*

Colorado State University System  
Board of Governors Meeting Agenda  
August 2-3, 2012

- New Degree Program: Master of Finance\*
- New Degree Program: Master of International Management\*
- New Degree Program: Master of Project Management\*
- Approval of Degree Candidates\*

**9. INSTITUTIONAL DISCUSSION ITEMS** (2 hr. 15 min.)

1:40 p.m. – 3:55 p.m.

- Athletics Programs: CSU-Pueblo – Presented by Lesley Di Mare
- Athletics Programs: CSU-Fort Collins – Presented by Tony Frank
  - Discussion of a Sustainable Model for CSU Athletics – Presented by Jack Graham
  - Update Briefing on Stadium Feasibility – Presented by Tony Frank
  - Stadium Process Timeline – Presented by Tony Frank

**10. BOARD MEETING EVALUATION** (5 min.)

3:55 p.m. – 4:00 p.m.

**11. ADJOURNMENT**

**4:00 p.m.**

**Next Board of Governors Meeting: October 4-5, 2012 – CSU-Fort Collins**

**APPENDIX**

- Construction Status Reports
- Readings on Higher Education

**BOARD OF GOVERNORS**  
**August 2-3, 2012**  
**Colorado State University-Pueblo**  
**Occhiato University Center**

**THURSDAY, August 2, 2012**

**COMMITTEE MEETINGS**

<b>Board of Governors Breakfast</b>	<b>7:30 a.m. – 8:00 a.m.</b>
<b>Commence Meetings – Call to Order</b>	<b>8:00 a.m. – 5:00 p.m.</b>
Evaluation Committee (Mary Lou Makepeace, Chair) (3 hr.)	8:00 a.m. – 11:00 a.m.
Real Estate/Facilities Committee (Scott Johnson, Chair) (1 hr.)	11:00 a.m. – 12:00 p.m.
Audit and Finance Committee ( <i>and Working Lunch</i> ) (Ed Haselden, Chair) (2 hr. 30 min.)	12:00 p.m. – 2:00 p.m.
Academic and Student Affairs Committee (Dorothy Horrell, Chair) (2 hr. 30 min.)	2:00 p.m. – 4:30 p.m.
<b>Board of Governors Dinner (Location TBD)</b>	<b>6:30 p.m. Reception/7:00 p.m. Dinner</b>

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
EVALUATION COMMITTEE MEETING AGENDA  
August 2, 2012**

**Committee members:** Dennis Flores, Chair; Ed Haselden; Dorothy Horrell; Russell Johnson; Scott Johnson; Mary Lou Makepeace; Joseph Zimlich.

**Assigned Staff:** Sheila Trice Bell, Executive Secretary to the Board

1. Call to Order *Dennis Flores, Chair*
2. Overview -- Evaluation Policies and Procedures *Dennis Flores, Chair*
3. Executive Session to discuss evaluations for Board Appointee and Presidents
4. Conclusion *Dennis Flores, Chair*

## The Colorado State University System

### Board of Governors Appointee Evaluation Policy and Procedures

Approved by the Board of Governors August 10, 2010,  
amended by the Evaluation Committee October 4, 2011  
Approved by the Board of Governors December 7, 2011

#### Policy:

The CSU Board of Governors has the sole responsibility to evaluate its appointees. The evaluation process shall be conducted annually and for the evaluation period of July 1 to June 30 of each year.

#### Process:

- A. Annual Goals - The Board, in consultation with each appointee, shall establish annual goals for the appointee. The goals will include items from the System's strategic plan and other items deemed appropriate. These goals shall be set and approved by the Board at its August meeting for the following academic year.
- B. Self-Evaluation - Each appointee shall prepare and submit a self-evaluation to the Board's Evaluation Committee no later than July 1<sup>st</sup> of each year. The self-evaluation shall include at minimum the following items:

The Appointee's role and accomplishments in:

1. His/her annual goals set for the prior year;
2. Advancing the System Strategic Plan;
3. Fulfilling the responsibilities outlined in his/her job description;
4. Collaborative/cooperative efforts with components of the CSUS;
5. Representing the System to its various publics;
6. Diversity achievements; and
7. Service to the community, region, state and nation;
8. Other.

The self-evaluation should also include (a) an assessment of any key hires, (b) an assessment of the appointee's relationship and effectiveness with relevant stakeholder groups, and (c) an assessment of the appointees' relationship and effectiveness with other key System members including the other Board appointees, students & faculty and the CSUS Board of Governors. The self-evaluation shall also include an analysis of special challenges, opportunities, and identified needs for professional development.

- C. Mid-Year Check-in- At its option, in January the Evaluation Committee may request a mid-year check in with any appointee.
- D. Solicited Input -The Evaluation Committee will determine the extent of input from appropriate campus and/or external individuals/groups in January of each year. For the Chancellor evaluation the Presidents of the respective campuses will be asked for their written input no later than July 1<sup>st</sup>. In all cases the Chairman of the BOG will be consulted as to his/her interaction with the System Reports and Presidents. The input may be provided through a variety of formats such as personal interviews, written input, 360 degree processes, utilization of outside consultants or other means to inform the evaluation process. The extent and specific format for input may vary for each appointee. In all cases, the Chancellor will be consulted for input. At the expiration of the fourth year of a five year employment agreement for any appointee, the Evaluation Committee will also solicit input from external constituencies served by an appointee.
- E. Meeting with the Evaluation Committee -Appointees will meet individually and face-to-face with the Evaluation Committee in closed personnel session to discuss the evaluation process findings and recommendations to hear the Governors' perspectives, and to agree on the appointee's goals for the upcoming year. This meeting will typically occur at the Board's August meeting. Following that meeting, a final evaluation document incorporating the findings and recommendations and signed by the Chairman of the BOG shall be prepared for official Board action.
- F. Board Action- The Chairman of the BOG shall present the signed evaluation document for each appointee for formal action in open session following its August Board meeting.

The evaluation process will be reviewed and modified as necessary each January by the Evaluation Committee. Appointees will be informed of any modifications.

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Ed J. Haselden, Board Secretary

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Date

## The Colorado State University System

### Presidential Evaluation Policy and Procedures

Approved by the Board of Governors August 10, 2010,  
amended by the Evaluation Committee October 4, 2011  
Approved by the Board of Governors December 7, 2011

#### Policy:

The evaluation of CSU Presidents is the responsibility of the Chancellor in consultation with the Board of Governors. The evaluation process shall be conducted annually and for the evaluation period of July 1 to June 30 of each year. The individual evaluations/recommendations shall be presented to the BOG for official action in August.

#### Process:

- A. Annual Goals- The Chancellor, in consultation with each President, shall establish annual goals for each President. The goals shall include items from the System's strategic plan, the individual institution's strategic plan and other items deemed appropriate. These goals shall be presented to and acted on by the Board of Governors at its August meeting for the following academic year.
- B. Self Evaluation – Each President shall prepare a self-evaluation and submit to the Chancellor no later than July 1<sup>st</sup> of each year. The self-evaluation shall include, minimum, the following items:

The President's role and accomplishments in:

1. His/her annual goals set for the prior year;
2. Advancing the System Strategic Plan and his/her Institution Plan;
3. Fulfilling the responsibilities outlined in his/her job description;
4. Academic Quality;
5. Financial health of the institution;
6. Collaborative/cooperative efforts with components of the CSUS;
7. Representing the Institution to its various publics;
8. Achievement of ethnic, economic & cultural diversity;
9. Service to the community, region, state and nation;
10. Condition and plans for the physical plant;
11. Compliance and risk management;
12. Other.

The self-evaluation should also include an assessment of any key hires, an assessment of the President's relationship and effectiveness with relevant stakeholder groups, an assessment of



the President's relationship and effectiveness with the Chancellor and other key System members including the other Presidents, students & faculty, and the CSUS Board of Governors.

The self-evaluation shall also include an analysis of special challenges, opportunities, and identified needs for professional development.

- C. Solicited Input - The Chancellor will determine the extent of input, utilizing official organizations on the President's campus when appropriate and external individuals/groups as determined by the Chancellor. The input may be provided through a variety of formats such as personal interviews, written input, 360 degree processes, utilization of outside consultants, or other means to inform the evaluation process. At the expiration of the fourth year of a five year employment agreement, the Chancellor will also solicit input from external constituencies served by any President. The Chancellor will then prepare and submit a report to the BOG not later than 6 months prior to the expiration date of the Presidential Employment Agreement.
- D. In-Person conference- The Chancellor shall meet in person with each President to discuss the input, the evaluation recommendation, and listen to the President's perspectives. At this time goals for the subsequent academic year shall be agreed on. This meeting will typically take place prior to the BOG's August meeting.
- E. Faculty & Student Input -Faculty and Students from each institution shall have opportunity to present their respective group's annual review of the President directly to the Board at the May meeting of the Evaluation Committee.
- F. Meeting with the Evaluation Committee - The Chancellor will present evaluations, proposed goals and recommendations for each President at the Board's Evaluation Committee in closed executive session. This meeting will typically occur at the Board's August meeting.
- G. Board Action -The Board will take formal action in open session at its August Board meeting.
- H. Written notification- Following the BOG's formal action, each President shall be informed of the evaluation outcome by letter from the Chancellor.

The evaluation process will be reviewed and modified as necessary each January by the Chancellor in consultation with the BOG Evaluation Committee. The Presidents will be informed of any modifications.

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Ed J. Haselden, Secretary

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Date

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
August 2, 2012 – Pueblo, CO**

**Committee Chair: Scott Johnson**

**CONFIDENTIAL/ Executive Session**

**OPEN Session**

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
AUDIT/FINANCE COMMITTEE MEETING AGENDA  
August 2, 2012**

**Audit Issues**

1. *Discussion/Presentation* – Review of pre-audit issues for fiscal year 2012 10 min.
2. *Discussion/Presentation* – Update on fiscal year 2013 audit plan 5 min.
3. *Discussion/Presentation* – Update on CSU-Pueblo Accounts Receivable audit 5 min.
4. *Discussion/Presentation* – Update on CSU fraud reporting hotline for the CSU System 10 min.

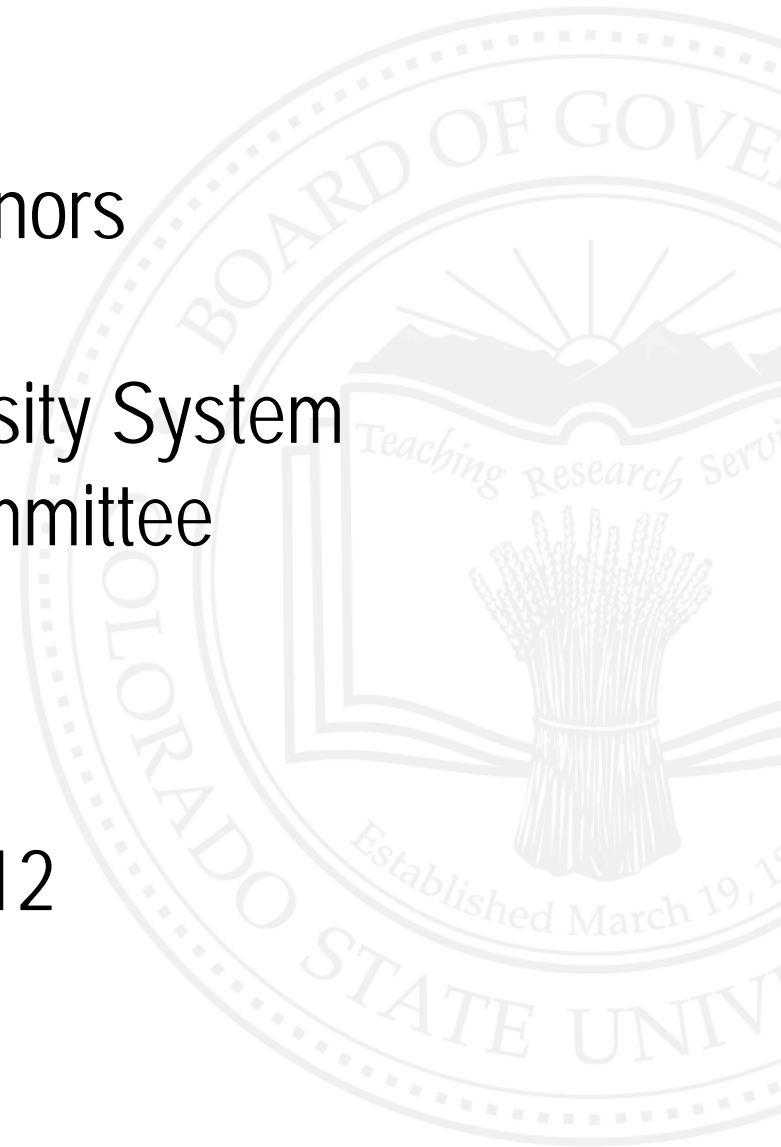
**Finance Issues**

5. *Discussion/Presentation* – Update on the Department of Higher Education's effort concerning master planning for the higher education system in Colorado. 10 min.
6. *Discussion/Presentation* – Preliminary review of campus fiscal year 2014 budget plans. 20 min.
7. *Discussion/Presentation/Action* – Review and adoption of CSU and CSU-Pueblo's Institutional Plan on Student Fees as required by the Colorado Commission on Higher Education 20 min.
8. *Discussion/Presentation* – Update and discussion on CSU System debt capacity 20 min.

Board of Governors  
of the  
Colorado State University System  
Audit/Finance Committee

August 2, 2012

**BOARD OF GOVERNORS** *of the*  
**COLORADO STATE UNIVERSITY SYSTEM**



Agenda Item 1  
Review of Pre-audit Issues for Fiscal Year 2012

Agenda Item 2  
Update on Fiscal Year 2013 Audit Plan

**COLORADO STATE UNIVERSITY SYSTEM**  
**DEPARTMENT OF INTERNAL AUDITING FY 2011-12**  
**AUDIT PLAN AS OF JULY 13, 2012**

<b>Audit</b>	<b>Institution</b>	<b>Status</b>
<b>Carry-forward from FY 11-12</b>		
Lory Student Center	CSU	Fieldwork
CVMBBS - Dept of Environmental & Radiological Health Sciences	CSU	
Research Innovation Center	CSU	
IT - RamTech	CSU	Fieldwork
<b>New for FY 12-13</b>		
NCAA Compliance Areas	CSU	
Dining Services	CSU	Fieldwork
The Institute for Learning and Teaching (TILT)	CSU	
Payroll	CSU	Fieldwork
Warner college of Natural Resources	CSU	
CSU Extension (Field office audits)	CSU	
Accounts Receivable	CSU	
Tax Issues	CSU	
Motor Pool	CSU	
Identity Access Management Project	CSU	
IT-Data Centers Survey	CSU	
Special Projects	All Locations	
Internal Auditing self-assessment		
Housing	CSU-P	
Bookstore	CSU-P	
Athletics	CSU-P	
Student Fees-Mandatory	CSU-P	
Travel	CSU-P	
Student Financial Services	CSU-GC	



# All Overdue Recommendations

Friday, July 13, 2012

9:23:42 AM

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.
10-17	Telecommunications - Cell Phones	6/30/2010	CSU	1	Telecommunications should develop and document procedures for granting blanket exceptions to departments.	Telecommunications plans to revamp the cell phone program in FY11 and blanket exemptions will be clearly addressed in the procedures.	Telecommunications	6/30/2011	8/1/2012	Cell phone RFP has gone out. Vendor presentations in January. On track to have a new plan in place by the next fiscal year.
10-17	Telecommunications - Cell Phones	6/30/2010	CSU	2	Telecommunications should analyze the administrative fee and the personal usage percentage charge to ensure they are in line with actual costs to the program.	These fees and charges will be reevaluated in the new cell phone program.	Telecommunications	6/30/2011	8/1/2012	Cell phone RFP has gone out. Vendor presentations in January. On track to have a new plan in place by the next fiscal year.
12-01	Athletics Department: Administrative and Financial Review, FY2011	7/27/2011	CSU	7	Work with Purchasing and Contracting Services to develop an updated Agreement. Any future agreements should be thoroughly reviewed to ensure that completely signed agreements are kept on file.	Agree. Athletics is currently modifying courtesy car program and expects revisions to be by 6/30/12. Meanwhile, Ath Bus Mgr will work with Purchasing & Contracting to ensure proper completion and execution of any interim Agreements.	Athletics, Purchasing and Contracting	6/30/2012	7/31/2012	Will ensure all new coaches and dealers have signed contracts by the end of July 2012.



# Agenda Item 3

## Update on CSU-Pueblo Accounts Receivable Audit

Discussion Only – No Materials Included

Agenda Item 4  
Update on CSU Fraud Reporting Hotline for CSU  
System

Discussion Only – No Materials Included

## Agenda Item 5

Update on Department of Higher Education's Efforts  
Concerning Master Planning for the Higher Education  
System in Colorado

# Department of Higher Education Master Plan

(Senate Bill 11-052)

- Senate Bill 2011-052 required the Department of Higher Education and the Colorado Commission on Higher Education to develop a new Master Plan.
- At the June retreat the board reviewed the goals and performance metrics contained in the plan.
- On June 28<sup>th</sup> the Department of Higher Education held a summit for members of governing boards to hear and react to the proposed plan
- Our system, with the Board's consent, made several small suggestions on language within the Master Plan. Those suggestions, for the most part, were adopted by staff at the Department and incorporated into the Master Plan
- A new draft of the master Plan was sent to our system a few weeks ago and again we had minor comments on technical language issues in the plan.
- The Colorado Commission on Higher Education meets as we speak and is reviewing the final DRAFT plan. It is anticipated that they will approve the plan either now or at their September meeting.
- Next steps:
  - **August – September, 2012** Formal adoption of Master Plan by CCHE
  - **September 1, 2012:** Master Plan delivered to legislature
  - **September - December, 2012:** Development and execution of new performance contracts with Governing Boards.

Agenda Item 6  
Preliminary Review of Campus Fiscal Year 2014  
Budget Plans

**FY14 Draft Incremental E&G Budget - V.1**

**Colorado State University - Fort Collins**

Monday, July 9, 2012

**New Resources**

	<u>Scenario I</u>	<u>Scenario IV</u>	<u>Scenario X</u>
	<b>0%</b>	<b>9%</b>	<b>9%</b>
Tuition			
Undergraduate	-	13,217,000	13,217,000
Undergraduate-Enrollment Growth	2,000,000	2,000,000	2,000,000
Graduate	-	1,471,000	1,471,000
Professional Veterinary Medicine	-	695,000	695,000
Differential Tuition and Graduate Program Charges	4,500,000	4,500,000	4,500,000
Total Tuition	<u>6,500,000</u>	<u>21,883,000</u>	<u>21,883,000</u>
DCE On-Line Plus Revenue	-	-	-
Facilities and Administrative Recovery Increase	-	-	-
State Funding Change	-	-	-
	<u>\$ 6,500,000</u>	<u>21,883,000</u>	<u>21,883,000</u>

**New Expenses**

Financial Aid/Scholarship Inflation - CTC + Athletics	-	2,772,000	2,772,000
Academic Tuition Sharing	200,000	738,625	738,625
Salaries and benefits	-	13,980,000	8,388,000
Faculty Promotions	550,000	550,000	550,000
Other Mandatory Costs (utilities for new facilities and debt service)	2,600,000	2,600,000	2,600,000
Deployment of Differential Tuition and Graduate Program Charges	4,275,000	4,275,000	4,275,000
Commitments/Quality Enhancements	2,288,000	7,288,000	2,788,000
Unit Expense Reductions	-	-	-
	<u>\$ 9,913,000</u>	<u>32,203,625</u>	<u>22,111,625</u>

**Net** \$ (3,413,000) (10,320,625) (228,625)

**Commitment and Quality Enhancements:**

Existing commitments	2,287,515	2,287,515	2,287,515
Hiring Pool - Address Equity Issues from New Hires	-	1,000,000	
Increases for Adjuncts from \$3.5K to \$4K	-	500,000	500,000
Compression Issues	-	500,000	
Gender/Ethnicity Based Equity	-	500,000	
Diversity	-	500,000	
Commitments & Quality Enhancements	-	2,000,000	
Total	<u>2,287,515</u>	<u>7,287,515</u>	<u>2,787,515</u>

**Assumptions**

Resident Undergraduate __%	0%	9%	9%
Non-Resident Undergraduate __%	0%	3%	3%
Resident Graduate __% and Resident PVM __%	0%	5%	5%
Non-Resident Graduate __% and Non-Resident PVM 0%	0%	5%/2%	5%/2%
Fees around __%	0%	0%	0%
Salary Increase	0%	5%	3%



**FY 2013-2014 INCREMENTAL E&G BUDGET  
VERSION 1.0  
July 12, 2012**

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**Draft for Discussion with the Board of Governors**

For Academic Year 2013-2014 the University focus is on quality support of each student to improve student success and retention.

- » Tuition - No increase
- » Mandatory Student Fees - Goal is to decrease
- » Residence Halls & Meal Plans - Limit increases to inflation
- » Fiscal Year 2013-2014 Budget Projection
- » Budget Action Dates



## CSU-PUEBLO TUITION RATE INCREASES

TUITION	FY 2012 RATE	FY 2013 RATE	FY 2014 RATE	% INCREASE
Resident, Undergraduate 1-12 Credits @ \$203.92/hour	\$4,381	\$4,894	\$4,894	0%
Non-Resident, Undergraduate 1-12 Credits @ \$613.00/hour	\$14,280	\$14,712	\$14,712	0%
Western Undergraduate Exchange 1-12 Credits @ \$399.00/hour	\$9,792	\$9,573	\$9,573	0%
Resident, Graduate 1-12 Credits @ \$235.00/hour	\$5,150	\$5,640	\$5,640	0%
Teacher Education, Graduate (Resident) 1-12 Credits @ \$214.00/hour	\$4,690	\$5,135	\$5,135	0%
Non-Resident, Graduate 1-12 Credits @ \$699.00/hour	\$15,312	\$16,767	\$16,767	0%



**Goal is to reduce Student Mandatory Fees for FY 2013-2014**

**2012-2013 Academic Year Mandatory Student Fee Rate Schedule**

MANDATORY STUDENT FEES	Changes in fees approved by Student Fee Governing Board and Associated Students' Government Senate	FY2012-13	FY2013-14
		Fee Amount per Credit Hour	To be Determined
<u>Student Facility Fee</u> funds renovation and construction of auxiliary, student life, and possibly, instruction facilities on campus, including debt service for construction projects.	\$ 4.20	\$ 23.00	\$ -
<u>Student Athletics Fee</u> contributes to Athletics Program scholarships and operating costs.	\$ -	\$ 9.95	\$ -
<u>Student Affairs Fee</u> funding for student life initiatives.	\$ 0.75	\$ 9.50	\$ -
<u>Student Recreation Center Operations Fee</u> funds operating costs of the Student Recreation Center and student recreational extra-curricular activities including intramural and club sports and the Outdoor Pursuits Program.	\$ 0.25	\$ 6.25	\$ -
<u>Technology Fee</u> supports campus-wide network, public computing lab support, and grant-proposal-based special projects that improve local instructional technology and student access to technology resources.	\$ -	\$ 5.75	\$ -
<u>Student Health Fee</u> contributes to Student Health Center and Counseling Center operating costs.	\$ -	\$ 4.85	\$ -
<u>Student Center Fee</u> contributes to the student services component of Occhiato University Center operating costs.	\$ -	\$ 1.50	\$ -
<u>Child Care Center - Discount Program</u> funds discounting of child care services cost for students.	\$ -	\$ 0.30	\$ -
<b>TOTAL FEE AMOUNT PER CREDIT HOUR</b>	<b>\$ 5.20</b>	<b>\$ 61.10</b>	<b>\$ -</b>
<b>Increase</b>	<b>9.3%</b>		<b>0%</b>



**COLORADO STATE UNIVERSITY - PUEBLO  
2012-2013 ACADEMIC YEAR  
ROOM and BOARD SEMESTER RATE SCHEDULE**

	<u>Approved Rates 2011-12</u>	<u>Approved Rates 2012-13</u>	<u>Proposed Rates 2013-14</u>
<b><u>Belmont Hall*</u></b>			
Double Occupancy Room	\$ 1,995	\$ 2,050	
Single Occupancy Room	\$ 2,495	\$ 2,550	
<b><u>Crestone Hall/Culebra Hall/ Greenhorn Hall*</u></b>			
Shared Bedroom-Semi Suite / Double w/Shared	\$ 2,600	\$ 2,600	<b>Goal -</b>
Shared Bedroom Suite / Double with One Bath	\$ 2,950	\$ 2,950	
Private Bedroom Suite / Single w/Shared Bath	\$ 3,300	\$ 3,300	
Private Single Bedroom / Private Room w/Private	\$ 3,650	\$ 3,650	
Super Single w/shared bath	\$ 3,300	\$ 3,300	<b>Hold</b>
<b>* Includes utilities, internet access, and basic cable service.</b>			
<b><u>UVWS Apartments*</u></b>			
Small Bedroom	\$ 2,550	\$ 2,690	<b>Room</b>
Medium Bedroom	\$ 2,625	\$ 2,690	
Large Bedroom	\$ 2,700	\$ 2,690	
<b>* Includes utilities, internet access, and basic cable service.</b>			
<hr/>			
	<u>Approved Rates</u>	<u>Approved Rates</u>	<b>Board</b>
<b><u>Meal Plans meals with Flex Points</u></b>	<u>2011-12</u>	<u>2012-13</u>	
Unlimited	\$ 1,885	\$ 1,885	<b>Rates</b>
19 meals	Discontinued	N/A	
Flex), and 17 (\$50 Flex)	\$ 1,700	\$ 1,700	
5 + 225 Flex	\$ 1,095	\$ 1,095	
10 + 100 Flex	\$ 1,095	\$ 1,095	<b>To</b>
<b><u>Meal Blocks meals with Dining Dollars</u></b>			
40 meals + \$50	\$ 370	\$ 370	
80 meals + \$100	\$ 750	\$ 750	
120 meals + \$150	\$ 1,055	\$ 1,055	<b>Inflation</b>
<b><u>Dining Dollar Plans</u></b>			
Plan 1	\$ 500	\$ 500	<b>Rate</b>
Plan 2	\$ 750	\$ 750	
Plan 3	\$ 1,000	\$ 1,000	



## Colorado State University - Pueblo

### FISCAL YEAR 2013-2014 BUDGET PROJECTION

July 10, 2012

		BOG
		Enrollment Growth 50 FTE
<b>Projected New Revenues</b>		<b>\$ 482,000</b>
* <b>Tuition - No Rate Increase</b>	\$ 400,000	
No increase in tuition for 2013-14		
<b>Differential Tuition</b>	\$ 82,000	
Tuition Rate same as FY 2012-13		
•UG Resident Increase \$21.36/credit hr, 11.7%; NR 3%; WUE (-2.2%)		
•Graduate Resident and Non-resident 9.5%		
•Differential 9.5% (Engineering, Nursing,		
•13-18 credit hour block from \$35.20 to \$100 - approved FY11-12,		
<b>State Funding</b>	\$	
no change		
** <b>Other Fees &amp; Revenues</b>		
<b>Projected New Expenses</b>		<b>\$ 350,000</b>
<b>Student Financial Assistance - 20%</b>	\$ 80,000	
Faculty/Staff Salary Increases		
Increased Enrollment/Retention Initiatives		
•First Year Programs/Retention Support		
•Honors Program		
•Disability Resource Center		
•Retention/Recruitment Marketing Initiative		
<b>Program Enhancements</b>	\$ 175,000	
•Research		
\$ 75,000		
•New Faculty Lines		
\$ 100,000		
•Recruitment Adjustments		
•Athletic Incentive Pay		
•Centralized Scheduling		
<b>Mandatory Costs</b>	\$ 445,000	
•Promotions		
\$ 100,000		
•Accreditation		
\$ 85,000		
•Security Contract		
•Utilities		
\$ 60,000		
•COP Library Payment		
•Position Funding Restoration		
\$ 100,000		
•Increased Benefit Costs		
\$ 100,000		
•Kuali Conversion		
<b>Academic and Campus Efficiencies-</b>	\$ (350,000)	
<b>Net</b>		<b>\$ 132,000</b>

\* No increase in tuition, projected revenue based upon increase in retention and enrollment.

\*\* No projected revenue for other fees and revenues as the University's goal is to reduce fees, or hold to inflationary rates.

## **BUDGET ACTION DATES**

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- Campus Planning - August - December 2012
- Board Update - December 2012
- Budget Hearings - January - February 2013
- DRAFT Budget - Campus Forum - April 2013
- Board Approval - May 2013

## Agenda Item 7

Review and Adoption of CSU and CSU-Pueblo's  
Institutional Plan on Student Fees as Required by the  
Colorado Commission on Higher Education

The Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

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:**

Institutional Plan for Student Fees and Charges for CSU and CSU-Pueblo

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the Institutional Plan for Student Fees and Charges for both CSU and CSU-Pueblo

**EXPLANATION:**

Presented by Tony Frank, President and Lesley DiMare, President.

The purpose of this plan is to provide information in accordance with C.R.S. §23-5-119.5 and CCHE Policy VI-C requiring annual approval of an Institutional Student Fee Plan.

This document is organized according to the statutory requirements and provides all required information regarding Student Fees currently being charged, and to be charged in FY2013, by Colorado State University and Colorado State University-Pueblo. CSU-Global Campus is not required to submit a plan.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

COLORADO STATE UNIVERSITY  
Institutional Plan for Student Fees and Charges

1. Introduction and Definitions

The purpose of this plan is to provide information in accordance with C.R.S. § 23-5-119.5 and CCHE Policy VI-C requiring annual approval of an Institutional Student Fee Plan.

Definitions of Terms:

As used in this plan, the following terms are defined as follows:

*Academic Course:* A program of instruction, including, but not limited to: academic, vocational, occupational, technical, music, and physical education courses.

*Academic Facilities Construction:* Construction, remodeling, and maintenance of physical facilities, including buildings and site improvements, or a specific space within a multi-use building (including utilities and transportation infrastructure), as defined in C.R.S. § 24-75-301. Academic Facilities may include, but are not limited to, space dedicated to instruction, student services, or administration. In a multi-purpose building, the space determination shall be based on the primary usage of the space during the regular academic year.

*Auxiliary Facility:* Any student or faculty housing facility; student or faculty dining facility; recreational facility; student activities facility; child care facility; continuing education facility or activity; intercollegiate athletic facility or activity; health facility; alternative or renewable energy producing facility, including but not limited to, a solar, wind, biomass, geothermal, or hydroelectric facility; college store; or student or faculty parking facility; or any similar facility or activity that has been historically managed, and was accounted for in institutional financial statements prepared for fiscal year 1991-92, as a self-supporting facility or activity, including any additions to and any extensions or replacements of any such facility on any campus under the control of the governing board managing such facility. "Auxiliary facility" shall also mean any activity undertaken by the governing board of any state-supported institution of higher education as an eligible lender participant pursuant to parts 1 and 2 of article 3.1 of this title, as defined in C.R.S. 23-5-101.5(2)(a).

*Charge for Service:* A charge assessed to certain students to cover the costs of delivering specific services to those students. Charges for service are not mandatory for all students. Charges for service are, however, required for students who meet the criteria for which the charge is being assessed. These may include, but are not limited to: application fees, add/drop fees, fines and penalties, late fees, orientation fees, college technology charges and matriculation fees. Charges for service do not require legislative spending authority appropriation and do not require student approval.

*Fee(s) or Student Fee(s):* Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and

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student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged. “Student Fee” excludes tuition, special course fees, user fees, and charges for services. Student Fees may be subject to certain waivers, exceptions or pro-rations.

*Special Course Fee(s)*: Mandatory fees that a student must pay to enroll in a specific course (e.g., lab fees, music fees, art fees, materials fees, and telecourse fees). Revenue generated from Special Course fees cannot be used to fund academic facilities construction. Special Course Fees are not Student Fees.

*User Fee(s)*: A fee collected for purposes of paying any bonds or other debt obligations issued or incurred on or after July 1, 1997, on behalf of an auxiliary facility, from persons using the auxiliary facility, that includes the amount necessary for repayment of the bonds or other debt obligations and any amount necessary for the operation and maintenance of the auxiliary facility. User fees do not require legislative spending authority appropriation and do not require student approval. Examples of user fees include (but are not limited to) debt service associated with residence halls, and fees paid by non-campus users for use of university facilities.

2. Types and purposes of Student Fees collected by the institution:

The institution collects Student Fees, User Fees, Special Course Fees, and Charges for Services, as defined above. Student Fees are used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged. Student Fees do not include amounts collected as a Charge for Service, User Fee, or Special Course Fee, as defined above.

3. Procedures for establishing, reviewing, changing and discontinuing Student Fees:

The specific Fees to be charged are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of those revenues, which may be approved, rejected or modified at the Board’s discretion. In addition, the Bylaws of the Student Fee Review Board (SFRB) set forth the processes by which meaningful student input on Student Fees is provided to the university administration before the President makes a recommendation to the Board of Governors. The budget assumptions on which to base the requests will be set by the Operations Committee of the CSU President’s Cabinet, consistent with budgeting assumptions by campus units.

Except to the extent required to satisfy existing contractual obligations (“Contractually-Based Fees”) and provide for mandatory cost increases, all new Student Fees, and all increases in



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existing Student Fees, shall be subject to the Bylaws of the SFRB. Mandatory costs comprise salaries and benefits, debt service, utilities and general and administrative fees assigned by the University. All requests for new Student Fees, other than those subject to contracts related to bonds and other debt obligation issued or incurred prior to July 30, 1997 (“Contractually-Based Fees”), shall be initiated through the established SFRB process. This process shall require the SFRB to make recommendations regarding Student Fees in accordance with the SFRB Bylaws and ASCSU Constitution.

Each academic year, an SFRB member will be assigned as a liaison to one or more programs or activities funded by existing Student Fees. The SFRB liaison will work with the Director of the program or activity throughout the academic year to learn about the program and its budget and to review any proposed change or increase to the fees supporting that program. The Director of the fee-funded area and the assigned liaison will present the budget and all relevant information for the next fiscal year. The liaisons for the fee areas may not vote for the fee area that they were responsible for overseeing. University leadership may also present information to the SFRB regarding institutional priorities and goals. The SFRB shall review and consider all information presented, including student input/feedback received by each SFRB Member, following the specific processes and procedures detailed in the Bylaws of the SFRB. The SFRB voting members are students selected following procedures detailed in the Bylaws. Student initiated recommendations for a new fee-funded area shall be submitted to the SFRB in the form of a proposal as detailed in the SFRB Bylaws. The proposal shall demonstrate that the fee request is student initiated, sufficient student need for the fee exists, and that the fee will be allocated in partnership with a specific university department. The decision to impose new student fees rests with the Board of Governors.

After the SFRB has reviewed the information presented by the liaisons, Directors, and University leadership, and evaluated any requests for new fees, fee increases or decreases, and fee extensions, the SFRB forms recommendations and presents them to the ASCSU Senate. The Operations Committee of the President’s Cabinet reviews the recommendation and forwards it to the President, who then forwards it to the Board of Governors for final action, along with any additional or different institutional recommendations. The CSU student representative to the Board of Governors attends the meeting at which the Board reviews and approves the Student Fees.

The Board of Governors annually reviews and approves Student Fees. Its review and approval process includes any new Student Fees and increases in existing fees. Notwithstanding any other provision in the Institutional Fee Plan, or any other governing procedure, rule, bylaw, or policy, the Board of Governors shall provide to students at least thirty days' advance notice of a new fee assessment or fee increase, which notice, at a minimum, specifies:

- (a) The amount of the new fee or of the fee increase;
- (b) The reason for the new fee or fee increase;
- (c) The purpose for which the institution will use the revenues received from the new fee or fee increase; and

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(d) Whether the new fee or fee increase is temporary or permanent and, if temporary, the expected date on which the new fee or fee increase will be discontinued.

A decision by a Board of Governors with regard to a fee shall be final and incontestable either on the thirtieth day after final action by the Board of Governors or on the date on which any evidence of indebtedness or other obligation payable from the fee revenues is issued or incurred by the Board, whichever is earlier.

4. Procedures by which students may contest the imposition or amount of a fee and a process for resolving disputes regarding fees:

The process described above includes direct, meaningful student input on all fees. Students contest the imposition or amount of a fee through the processes set forth in the SFRB Bylaws. A complaint resolution process is detailed in the ASCSU Constitution.

If a student wishes to lodge a complaint about a specific Student Fee (other than a “Contractually-Based Fee”), the student submits a complaint or request for a fee waiver to the Office of Vice President for Student Affairs, which serves as the appeal officer for hearing and resolving issues. The decision of this appeal officer is final.

5. Plan for addressing reserve fund balances:

General fee-funded areas should maintain a fund balance between 10 and 20 per cent of annual revenues, dependent upon contractual and other financial obligations. Auxiliary fee-funded areas should maintain a similar fund balance along with separate reserves in support of the anticipated capital expenditures and facility master plan.

**COLORADO STATE UNIVERSITY – PUEBLO**  
**Institutional Plan for Student Fees and Charges**

**1. INTRODUCTION AND DEFINITIONS**

The purpose of this Institutional Plan is to provide information on how student fees are proposed, reviewed, approved and implemented at Colorado State University-Pueblo in an open and transparent manner and in accordance with CCHE Policy VI-C.

A. Definitions of Key Terms:

Fees: Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the University. Fees are identified as permanent student purpose and do not include items defined as Charges for Service or User Charges. Fees may be used for academic and non-academic purposes, including, but not limited to:

- Funding registered student organizations and student government
- Construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved
- Intercollegiate and intramural athletics
- Student health services
- Technology
- Mass transit
- Parking
- Bond payments for which fees have been pledged

Fees do not include Charges for Service, User Charges, and Program or Course fees as defined below.

Charges for Service: These are the assessments to cover the costs of delivering specific services which are incidental to instructional activities, including but not limited to:

- application charges
- add/drop charges
- fines and penalties
- transcript charges
- late charges
- testing charges,
- student identification card charges
- health center charges, and health insurance charges

Charges for Service do not include admissions to events or other such ancillary activities and are not fees as described above.

User Charges: These are assessments against students for the use of an auxiliary facility or service. A User Charge is assessed to only those students using the auxiliary facility or receiving the service. User Charges may include room and board charges and parking registration charges and are not fees as described above.

Program Instructional Fees: These are non-campus-wide fees related to an instructional program, but not to a specific course offering, and may include college specific fees or program specific fees, including program or college specific technology fees.

Course Specific Fees: These are non-campus-wide fees that a student may be assessed to enroll in specific courses (e.g., lab, music, art, and materials fees). Revenue from each Course Specific Fee is restricted for costs directly related to the associated course for which the fee is charged and each section of the associated course must be assessed the same Course Specific Fee.

Student Fee Governing Board: The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees, including the activities portion of the Student Affairs Fee. The SFGB shall also review requests for new, elimination of existing or changes in existing, campus-wide, Permanent Student Purpose Fees. The Student Affairs Budget Manager is the chair of the SFGB. The Associated Student Government (ASG) President shall appoint six students to serve on the Board. One faculty/staff member shall be appointed by each of the following: the Provost, the Vice President for Finance and Administration, and the Senior Student Services Officer for a total of three additional members. The six (6) student representatives and three (3) appointed representatives are voting members. The Student Affairs Budget Manager, working with the SFGB, will maintain all records regarding allocations including, but not limited to, applications, justifications, and SFGB minutes for six years after the date of its recommendation.

## **2. FEE CATEGORIES**

Every Fee is classified as to whether its scope is Campus-wide or Non-Campus-wide.

Campus-wide Fees: These are fees assessed to every (all) student at the University as a condition of enrollment, including but not limited to the mandatory fees identified as Permanent Student Purpose Fees. Approved fees in this category for academic year 2012-2013, are reported in Attachment A.

Non-Campus-wide Fees: These are mandatory assessments to students which are not automatically imposed upon all students as a condition of enrollment, but are automatically assessed to students from a particular classification. These include, but are not limited to, program specific fees and course specific fees.

### **3. PURPOSE OF FEES**

Fee Purpose: Fees at Colorado State University-Pueblo are identified 1) Permanent Student Purpose Fee, 2) an Academic Facilities Fee, 3) an Academic Purpose Fee or 4) an Administrative Purpose Fee. If a particular fee serves several purposes it shall be categorized within the most dominant purpose. Fee purposes are defined as:

- Permanent Student Purpose Fees: Campus-wide fees assessed to all students which are allocated to specific student programs including student centers, recreation facilities, parking lots, intercollegiate athletics, recreation and outdoor programs, child care centers, campus health clinics, contract health services, student government, general student activities, which are allocated by student government for a specific purpose, and similar facilities and services. This category includes fees pledged to repay bonded indebtedness for student, auxiliary, and athletic facilities. Proposal and approval process for Permanent Student Purpose Fees is specified in Item No. 4.
- Academic Facility Purpose Fees: Campus-wide fees assessed to students and associated with the construction, acquisition, or remodel of academic facilities.
- Academic Purpose Fees: Campus-wide or non-campus-wide fees associated with instruction, technology, and/or academic courses, including program and course fees.
- Administrative Purpose Fees: Campus-wide or non-Campus-wide fees assessed to provide administrative and support services.

Charges for services and user charges are not fees.

### **4. PROPOSAL AND APPROVAL PROCESS**

The proposal, review and approval of fees involve students in a significant way. Fee proposals or changes shall occur as agenda items at regularly scheduled meetings of the Board of Governors.

In all cases, when fees are reviewed, the review must conclude with a recommendation for or against the proposed fee.

Permanent Student Purpose Fee: The implementation of a new, elimination of an existing, or change of an existing fee, must be:

- initiated by the proposing unit
- referred to the Chair of the Student Fee Governing Board (SFGB) as a proposal for their review and possible referral to the Associated Students' Government (ASG) Senate
- if proposed by the SFGB to the ASG Senate in the form of a recommendation for review, then referral to the University President
- recommended by the President to the Board of Governors for their consideration
- action by the Board of Governors

Academic Facilities Purpose Fees: Includes buildings and site improvements or specific space within a multi-use building, including utilities and transportation infrastructure. The determination of whether it is an academic facility or space is determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the University and may include, but not be limited to space dedicated to instruction, student services, or administration. If it's a multi-purpose building, the space determination is based on the primary use of the space during the regular academic year. A proposal for an Academic Facilities Purpose Fee is subject to the following:

- all other financing options have been exhausted before the fee request is presented to the SFGB; SFGB, at its discretion, initiates a recommendation to the ASG Senate
- all relevant information concerning the recommendation will be published in the ThunderWolves Howl, and both institutional representatives and student government representatives will hold at least three information sessions to present the issue to the student body
- the institution and student government representatives will present all relevant information in a fair and balanced manner
- student government representative will serve on the University Facility Committee
- a project to be funded with revenue from the Academic Facility Fee is subject to the procedures of the University Facility Committee.

If the above conditions are met, an Academic Facilities Purpose Fee will be approved by the process identified for campus-wide Permanent Student Purpose Fees above.

Academic Purpose Fees: A new Academic Purpose Fee is:

- initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center
- reviewed by the Provost, the appropriate Dean, the Senior Student Services Officer, two students from the proposing unit who are nominated by the School or College and approved by the ASG, and the Vice President for Finance and Administration

- referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate
- if approved by the President, submitted to the Board of Governors for consideration

Administrative Purpose Fees:

There are no Administrative Purpose Fees in place at CSU-P. If, in the future, an Administrative Purpose Fee is proposed, the process will be as defined above for the Academic Purpose Fee.

Other Fees, Charges for Service, and User Charges:

Any new fee, Charge for Service, or User Charge not covered above must be (1) initiated by the proposing unit in coordination with the appropriate Dean or Director; (2) reviewed by the Provost and the Vice President of Finance and Administration for possible referral to the University President; and (3) approved by the University President.

Proposals Referred to the ASG Senate:

Fee proposals referred to the ASG Senate as a recommendation must 1) be presented at an ASG Senate meeting, 2) clearly indicate the amount of the fee, the purpose of the fee, and indicate if the fee can be used as pledged revenue for financing activities and 3) be phrased in such a manner that an affirmative vote is for the fee proposal and a negative vote is against the fee proposal.

A recommendation, which receives a majority of favorable votes from among those voting on the proposal, shall be deemed as approved by the ASG Senate and sent to the President for consideration. No resolution for a fee increase that is defeated by a vote of the ASG Senate may be resubmitted to the ASG Senate for a vote until the next academic semester (summer excluded).

Normally, the President will only recommend a fee that requires action by the ASG to the Board of Governors if the fee was approved by the Associated Students' Government Senate. Exceptions are: 1) a recommendation is deemed necessary as a condition of a bonded indebtedness agreement, or 2) a recommendation is deemed critical to the institution's mission.

## **5. ADMINISTRATION OF FEES AND CHARGES**

Budget Process for Fees and Charges:

Each fiscal year, date as scheduled in the Budget Development Calendar, the Budget Office will send out a list of fees and charges that are currently in use. The information is sent to each department. The calendar must provide for at least 30 days notice of any fee assessment or increase. The department will make recommendations as to whether the fees or charges should be continued,

increased, decreased, or eliminated. The proposal and approval process is outlined above.

Publication of Fees: The posting of the approved fee schedule on the CSU-Pueblo website constitutes notice regarding the fees.

Assessment of Fees: Fees are assessed and collected through normal accounting procedures. No fees shall be paid directly to academic or non-academic departments or individuals unless specifically authorized. Fees may be prorated for part-time students only if stated in the proposal for the fee.

Itemization of Fees on Billing Statement: Fees are separately identified on the University's student billing statement.

Assessing General And Administrative Costs: Each fee shall be accounted for in the appropriate account for the type of activity associated with the fee. Fees associated with Enterprises or maintained in a separate fund shall be assessed the University's standard General and Administrative (indirect cost) assessment.

Fees related to Bond Issues or Specific University Sponsored Programs: Fees related to bond issues or specific University sponsored programs that are administered by University officials, will be allocated by the Vice President for Finance and Administration with the approval of the President prior to distribution of the Permanent Student Purpose Fee by the Student Fee Governing Board. Each of the specific University sponsored programs is to have an advisory group consisting of a student majority, all of whom shall be approved by the ASG, and shall include an ASG member and faculty/staff representative(s). The advisory group will be responsible for budget review and recommendations to the Vice President for Finance and Administration. If an advisory group is not functional due to unavailability of students, the Director of the specific University sponsored programs will submit the budget to the Vice President for Finance and Administration.

Viewpoint Neutral Criteria Related to Non-University Sponsored Programs and University Chartered Clubs and Organizations: Non-University sponsored programs and University chartered clubs and organizations must submit allocation requests to the Student Fee Governing Board (SFGB) for review. All decisions made by the SFGB are subject to approval by the Vice President for Finance and Administration and the President. The following viewpoint neutral criteria are to be used to determine the funding of the various programs/organizations:

- the program/organization provides a service or adds value to the University student community in relationship to the program's/organization's purpose
- the program/organization has fixed expenses, such as staff, office expenses, equipment, etc.



- the program/organization adheres to a planned budget and is accountable for its expenses and also demonstrates familiarity with applicable laws, including, but not limited to, those laws that apply to expenditures and use of state money
- the program/organization presents a budget with adequate justification for the upcoming fiscal year

Any further allocations of funds must also meet viewpoint neutral criteria.

## **6. COMPLAINT RESOLUTION PROCEDURE**

Any student, who wishes to request a financial statement of a specific student fee account in which income and expenses are detailed, must make such a written request to the Vice President for Finance and Administration.

Appealing Recommendations made by the Student Fee Governing Board (SFGB) and/or the Associated Students' Government (ASG) Senate: Any affected individual or program/organization may appeal the allocation decision of the SFGB and/or ASG Senate to the Vice President for Finance and Administration. Any appeal of an allocation decision must be made in writing within five working days from the date of the letter notifying the individual/program/organization of the SFGB recommendation. Within five working days of receipt of the appeal, the Vice President for Finance and Administration, in consultation with a representative of the ASG, the Provost, and the Senior Student Services Officer, will issue a written decision regarding the appeal. The Vice President for Finance and Administration has the authority to void the decision made by the SFGB and/or ASG Senate and may remand it back to the appropriate body for re-consideration.

Appealing Individual Charges on a Student Account: Any student who is seeking a fee or charge waiver or has a complaint that fees or charges have been assessed against her/him inappropriately may file a written request for review with the University Controller. Such requests will be addressed through a Review Board comprised of the University Controller and two students appointed by the Associated Students Government. The recommendation of this Board will be forwarded to the Vice President of Finance and Administration who will make the final decision on any complaint or appeal.

## **7. SPECIAL CONSIDERATIONS FOR REFUNDS IN TIMES OF EMERGENCY**

In times of emergency, certain students (e.g., those in reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

Normal refund, grading and withdrawal policies may not be applicable in this situation, and CSU-P procedures comply with CCHE Section VI, Part C, 2.03.

Agenda Item 8  
Update and Discussion on CSU System Debt  
Capacity

# Debt Capacity and Capital Financing Considerations



PRESENTED TO:  
THE BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

AUGUST 2, 2012



# Bios – Eric Wild and Stephanie Chichester

2

## **New York Municipal Market Leadership supporting the Colorado State University System**

**Eric Wild, Managing Director, Head of the Higher Education Group.** Eric has been with Morgan Stanley since 1987, working in the Public Finance Department for the past 18 years. Eric coordinates coverage for all of our higher education clients and leads the group's coverage of clients including Harvard University, New York University, University of Pennsylvania, Emory University, Columbia University, Washington University, the Ohio State University, MIT, the University of Delaware and the University of Southern California, among many others. Eric has also made presentations to many leading industry associations, including the Treasury Institute and the Association of Governing Boards. Prior to his current role, Eric was on the Firm's Municipal Capital Markets desk, which involved structuring, modeling, and pricing a wide variety of products for our municipal and not-for-profit clients. Eric received his B.A. from Pomona College, majoring in government and public policy analysis.

## **Financial Advisor on Municipal Markets for the Colorado State University System**

**Stephanie Chichester, Principal, North Slope Capital Advisors.** Ms. Chichester has structured and marketed, as underwriter or financial advisor, over \$25 billion in municipal financing including general obligation bonds, revenue bonds, certificates of participation and public-private partnership financings. Ms. Chichester has represented more than 100 issuers and borrowers on financings ranging in size from \$10 million to \$500 million, secured by a wide range of revenue pledges and interest rate modes including fixed, variable, synthetic fixed rate, and indexed notes. She began her career at Smith Barney (now Citi) in New York City and worked at two Wall Street firms and two regional investment banks before leaving Morgan Stanley to open North Slope Capital Advisors in the spring of 2008.

Her higher education clients have included eight public and two private universities in Colorado, University of Arizona, Arizona State University, Northern Arizona University, University of Utah, University of Missouri System, Montana State University, University of Connecticut, University of Arkansas, University of Oklahoma, Oklahoma State University, Indiana University, Kansas State University, San Diego State University, and the National Collegiate Athletic Association.

# CSU Bond Financing Chronology

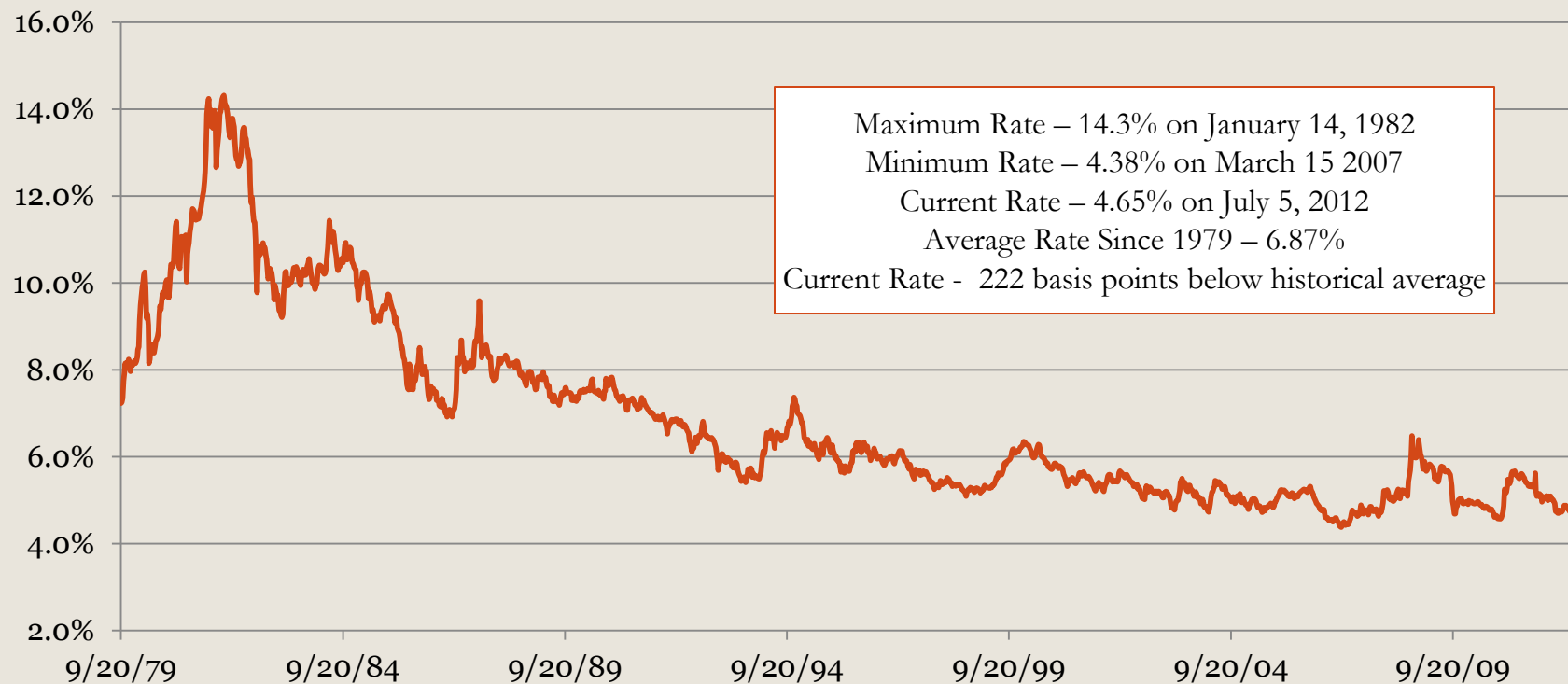
3

- 1959 – 1965 CSU sells 25 to 40-year non-rated debt at interest rates ranging from 2.875% to 4%
- April 1, 1966 CSU sells a 40-year \$5 million financing, via competitive sale at a 5% interest rate.
- 1966 – 2006 CSU sells non-rated, “Baa”, “A” and “AA” rated, 20 -40 year fixed rate debt with interest rates ranging from 4.75% (Series 2005B Bonds) to 10.0% (Series 1983 COPs)
- 2007-2012 CSU again accesses bond market at below 4%, through the taxable Build America Bond program with federal subsidies, and through opportunistic tax-exempt bond sales at interest rates below 4%

# Tax-Exempt Interest Rates At All-Time Lows

4

## Bond Buyer Revenue Bond Index\* 1979 to Present

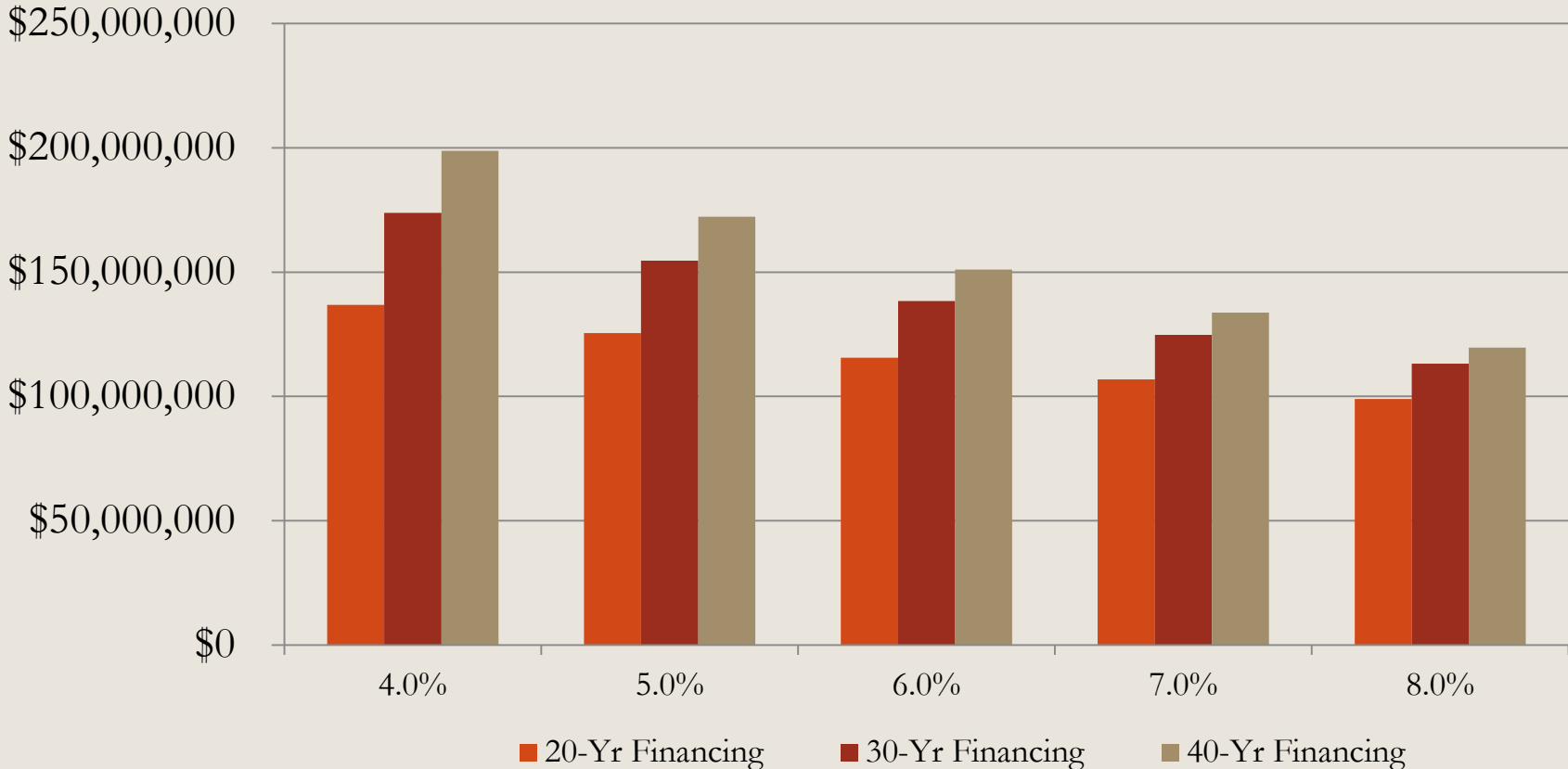


\* Arithmetic average of 25 “A1” rated, 30-year revenue bonds, published weekly by the Bond Buyer.

# Buying Power at All-Time High

5

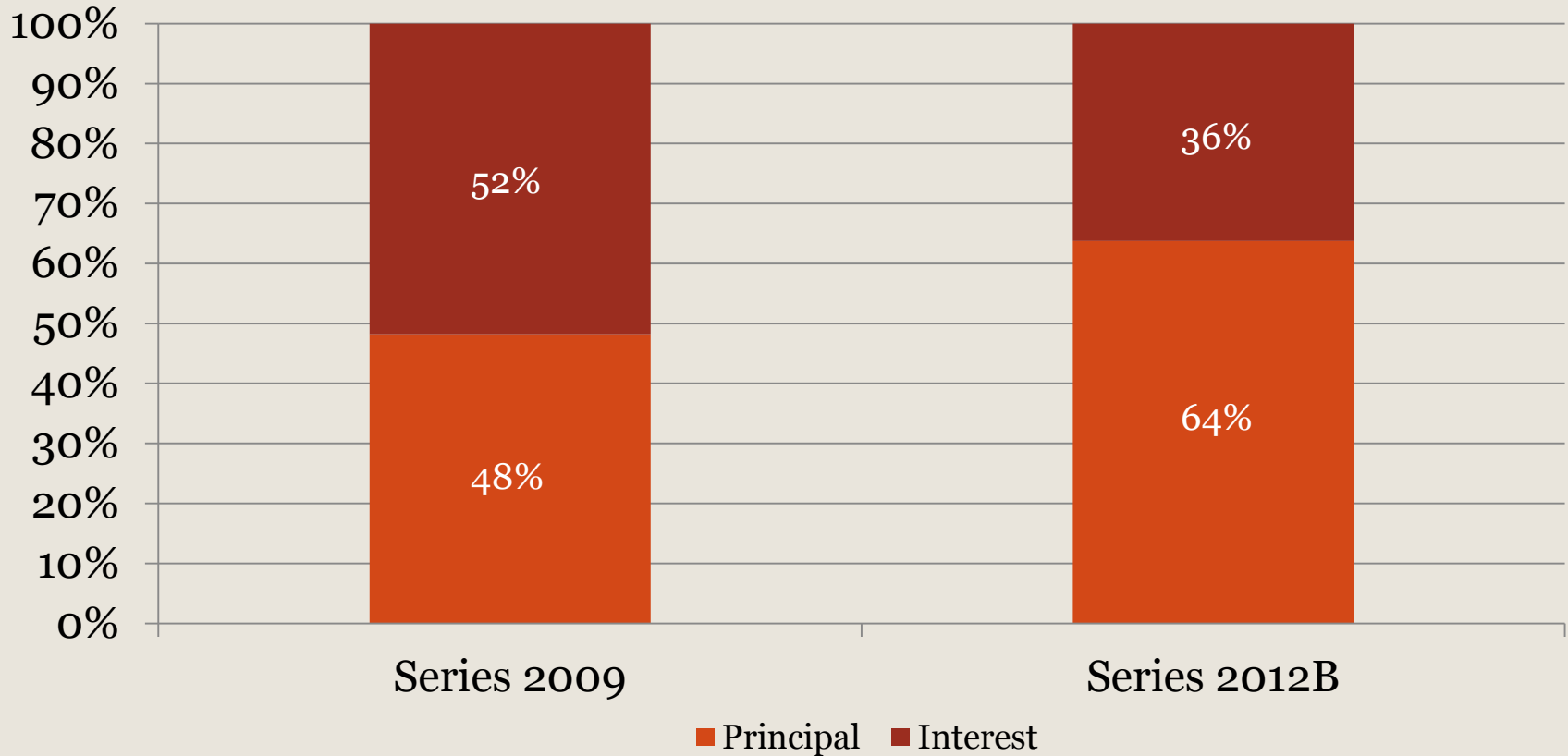
Purchasing Power of a \$10 Million Annual Bond Payment



# Interest Rate Environment and Repayment Cost

6

Interest as % of Total Repayment Down 30% Percent since 2009





# Financing Vehicles Analyzed to Deal with Future Needs

7

- System Revenue Bonds
- Subordinate Lien Revenue Bonds
- Certificates of Participation
- Interim/Construction Financing + Long-Term Takeout
- Public Private Partnership Financing

\*Detailed comparison of each alternative under separate cover

# Senior/Subordinate Lien Approach

8

## Current Status

**\$615 Million  
Existing CSUS Debt  
“Parity” Lien**

**Aa3/A+  
Rated**

All Bonds currently share same claim on Net Revenues (10% of tuition, net auxiliary revenues, facility construction fees, other student fees, indirect cost recovery revenue, investment income, etc.)

## Senior and Subordinate Lien

**SENIOR LIEN DEBT  
Aa3/A+ Rated**

**\$615 Million  
Existing CSUS Debt**

**+ New Senior  
Lien Debt**

**FIRST CLAIM on Net Revenues**

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**NEW SUBORDINATE LIEN DEBT  
Likely Rating: A1/A**

**SECOND CLAIM on Net Revenues**

Subordinate lien bondholders get paid only  
**AFTER** senior lien debt is serviced

# Take Away's

9

- The current interest rate environment presents an opportune time to finance capital needs at 30 year historic low rates.
- The more that can be financed now (next 24 months) the better as interest savings on projects will be substantial.
- Financing needs over the next three years will drive the need for a more sophisticated debt financing structure.
- A senior/subordinate lien structure can be implemented to deal with financing capacity issues .
  - Senior / subordinate lien structure can be implemented with academic building and other high priority buildings financed at a senior lien level and other non academic and lower priority projects financed at the subordinate level thereby preserving the best financing rates for academic facilities.

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
August 2, 2012

**Committee Chair:** Dorothy Horrell

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

I. New Degree Programs

Colorado State University

- B.A. in Dance (consent)
- B.A. in Theatre (consent)
- B.S. in Ecosystem Science and Sustainability (consent)

Colorado State University – Global Campus

- BS in Marketing (consent)
- BS in Project Management (consent)
- BS in Human Services (consent)
- Master of Finance (consent)
- Master of International Management (consent)
- Master of Project Management (consent)

II. Faculty/Student Manual/Handbook Changes

Colorado State University

- Faculty Manual Revision – Section C.2.3.2 (consent)
- Faculty Manual Revision – Section E.5.3 (consent)
- Faculty Manual Revision – Section G.1 (consent)
- Faculty Manual Revision – Section I (consent)
- Student Conduct Code Revision (consent)

Colorado State University – Pueblo

- Faculty Handbook Amendment – Academic Freedom (consent)
- Faculty Handbook Amendment – Retired Faculty Privileges (consent)
- Faculty Handbook Amendment – Grievance and Mediation Policy (consent)

III. Miscellaneous Items

Colorado State University System

- Board Resolution to Amend Delegation to Presidents (consent)

Colorado State University

- Academic Calendar Fall 2016-Summer 2018 (report)
- Emeritus Rank Designations (consent)
- Emeritus Rank Summaries (background for above)
- Revisions to Sabbatical Leave (consent)

Colorado State University – Pueblo

- Emeritus Rank Designations (consent)
- Tenure and Promotion Report (report)
- Program Review Calendar (consent)

Colorado State University – Global Campus

- Degree Conferrals (consent)

IV. Faculty Reports

- Colorado State University (report)
- Colorado State University – Pueblo (report)
- Colorado State University – Global Campus (report)

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:

New Degree Program: B.A. in Dance – Department of Music, Theatre and Dance  
– College of Liberal Arts

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a new B.A. Degree Program in Dance in the Department of Music, Theatre and Dance. If approved, this degree program move will be effective Spring Semester 2012.

EXPLANATION:

Presented by Tony Frank, President.

The Division of Theatre and Dance and the Department of Music, Theatre and Dance [(MTD)] proposes to establish a Bachelors of Arts degree in Dance. Currently the division is a part of the Department of Music, Theatre and Dance and offers a B.A. degree in Performing Arts with concentrations in Dance and Theatre. The current MTD department is also closely associated with the Department of Art. The fields of performing and visual arts recognize the importance of offering viable B.A. degree programs in the distinct disciplines of Dance as well as Theatre, Music and Visual Arts in order to train and educate future artists, educators, and advocates in these areas.

As a field of study, Dance is a stand-alone major at both the undergraduate (B.A., B.F.A.) and graduate (M.A., M.F.A., Ph.D.) levels at many of the top universities in the United States. As a well-established discipline, Dance has numerous subtopics that range from the artistic and technical to the academic (performance, choreography, production, pedagogy, history, somatics, etc.) that are well-represented in university Dance curricula, member organizations, professional conferences, competitions, and performances worldwide.

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:

New Degree Program: B.A. in Theatre – Department of Music, Theatre and Dance – College of Liberal Arts

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a new B.A. Degree Program in Theatre in the Department of Music, Theatre and Dance. If approved, this degree program move will be effective Spring Semester 2012.

EXPLANATION:

Presented by Tony Frank, President.

The Division of Theatre and Dance and the Department of Music, Theatre and Dance (MTD) proposes a name change from the current “Performing Arts Major, Theatre Concentration” to a major in Theatre. The current MTD department is also closely associated with the Department of Art. The fields of performing and visual arts recognize the importance of offering viable majors at the university level in the distinct disciplines of both Dance and Theatre, in addition to those Music and Visual Arts in order to train, educate and promote to the best of our abilities future artists, educators, and advocates in these areas.

As a field of study, Theatre is a stand-alone major at both the undergraduate (B.A., B.F.A.) and graduate (M.A., M.F.A., Ph.D.) levels at virtually all universities in the United States. As a well-established discipline, Theatre includes numerous sub-fields, ranging from the artistic and technical to the academic (performance, directing, design, history, technical theatre, etc.) that are well-represented in university Theatre curricula, member organizations, professional conferences, competitions, and performances worldwide.

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:

New Degree Program: B.S. in Ecosystem Science and Sustainability –  
Department of Ecosystem Science and Sustainability – Warner College of Natural  
Resources

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new B.S. Degree Program in Ecosystem Science and Sustainability in the Department of Ecosystem Science and Sustainability. If approved, this degree program move will be effective Fall Semester 2012.

EXPLANATION:

Presented by Tony Frank, President.

The new B.S. degree program in Ecosystem Science and Sustainability is requested because Colorado State University has world-class strengths in ecosystem science and sustainability, but students have no option to major in the arena. Knowledge and skills are required from the biological, physical, and social sciences, quantitative skills (mathematics, modeling, geospatial analysis), as well as the insights for knitting disparate pieces into coherent approaches for solving important challenges around the globe.



## Phase 1: New BS major in Ecosystem Science and Sustainability – September 22, 2011

### 1. *Brief Overview of Proposed Program*

- Name of Major/Program: **Ecosystem Science and Sustainability (ESS)**
- Degree type: **BS**
- Department/School: **Ecosystem Science and Sustainability**
- College: **Warner College of Natural Resources**
- Expected total number of students enrolled in program (five years post-implementation): **200**

### Summary of Program and Rationale

Modern ecosystem science recognizes that natural systems interact with social systems over spatial and temporal landscapes in complex ways. Changing land use practices alter forests, grasslands and agricultural lands; cycles and trends in weather lead to great uncertainty in aquatic ecosystems and water supplies; growing populations have new ways of interacting with lands and waters; and long-term changes in climate influence the structure and functioning of ecosystems and our relationships with them. The Department of Ecosystem Science and Sustainability is proposing a new BS degree that will address these great challenges and provide an area of study not yet offered on this campus. *The new major will integrate knowledge in biophysical and social sciences with the quantitative skills needed to study the spatial and temporal dynamics and sustainability of complex social-ecological systems. We will provide instruction in basic and applied ecosystem science, systems thinking and modeling, integrated with knowledge of cultural, social, and political issues that underscore the long-term, sustainable management of ecosystems and our planet.* Our graduates will be ready to serve in a wide range of careers including professional tracks (through graduate education), non-governmental organizations, and in fields of environmental regulation, analysis, and management.

Colorado State University has great strength in the fields of ecosystem and environmental sciences, typically ranking in the top 5 institutions in the Country. These strengths have developed across several colleges and many departments, including Programs of Research and Scholarly Excellence (Natural Resource Ecology Laboratory, and Graduate Degree Program in Ecology). Given the world-class stature of CSU in ecosystem and environmental science, 40 years of success in the NREL, we are proposing a new BS major in Ecosystem Science and Sustainability. This major will be housed in the new Department of Ecosystem Science and Sustainability in the Warner College of Natural Resources. The proposed degree will enhance undergraduate education at CSU and WCNR by capitalizing on our strengths in the study of complex ecosystems and the research focus and the quantitative and modeling expertise of the NREL.

The new major will require training in the following areas: 1) a foundation in biological and physical sciences, 2) core knowledge in the social sciences that focuses on the relationships between humans and the environment, 3) training in ecosystem science and system theory, 4) the development of quantitative approaches for studying and modeling complex ecosystems in both geospatial and temporal contexts, and 5) the development of practical skills to work and communicate in an interdisciplinary context.

A draft of the curriculum is provided in Appendix 1. The core of the major will include 8 new courses developed expressly for this major (Appendix 2), augmented by existing courses. The freshman and sophomore years will focus on the biological and physical sciences, ecosystem science, mathematics, and the social sciences. New offerings include an introduction to system thinking and information

management (ESS 130) and the basics of ecosystem science (ESS 200) as well as existing freshman courses at CSU (NR 120 Environmental Conservation, and GES 101 Foundations of Environmental Sustainability); each providing an effective path into the ESS major. After the sophomore year, students will join other WCNR students in the Pingree Park summer course (NR 220 Natural Resources Ecology and Management). The junior and senior years build on this foundation with new offerings ecosystem science (ESS 320, ESS 430), modeling (ESS 330), sustainability (ESS 400), courses in geo-spatial analysis (NR 332) and remote sensing (NR 323), courses in social science that focus on the services (NRRT 381) that ecosystems provide and how the need for these services affect societies (NRRT 362), credits chosen for specialization from a cafeteria list (ecology, earth sciences, and sustainability categories), and credits for open option choices. Capstone courses in the senior year are supplemented with a field course that emphasizes the extension of on-campus education with real-world case studies (ESS 420, ESS 440). In addition to serving ESS majors, the new courses would also enhance the environmental literacy of non-majors across campus.

## **2. Fit with CSU Role and Mission and University's Most Current Strategic Plan**

**What are the objectives of the program?** The undergraduate major in Ecosystem Science and Sustainability will:

- Provide an education in ecosystem science, system thinking and modeling, integrated with knowledge of cultural, social, and political issues that underscore the long-term, sustainable management of ecosystems and our planet.
- Provide students the opportunity to work with faculty on basic and applied research that will lead to graduate programs, professional programs, and career opportunities.
- Provide students with training and experiences to be effective contributors and communicators in an interdisciplinary environment.

**How does the proposed program support the mission of the University?** The mission of CSU is a commitment to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States, and the world. To accomplish this mission, the statutory role and mission of Colorado State University, per the State of Colorado, stipulates that it should offer a "comprehensive array of baccalaureate,...., degree programs."<sup>1</sup>

The new undergraduate major will help the University meet the needs of students desiring a full major in the realm of ecology/environmental sciences and sustainability. This major will benefit from the tremendous research base at CSU in natural resources and ecology, effectively coupling research with undergraduate education. The major fills a critical need at CSU to formalize our excellence in ecosystem science, and in geospatial and ecosystem modeling. Much of the focus of the major will be on connecting science and society, providing a natural connection with CSU's mandate for effective outreach to the people of Colorado and beyond. The major will be useful component of a broad suite of programs that allow CSU to fulfill its long-term aim of economic stability, education and research excellence.

**How does the proposed program support the most current University Strategic Plan of the institution? How does the program contribute to attaining long-term goals and directions of the**

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<sup>1</sup> Source: 23-310101.L.2007: Entire article amended with relocations, p. 524, § 2, effective Aug. 3.

**institution and department/unit?** As an undergraduate major, the proposed program fits within *Strategic Planning Area 1: Teaching and Learning*. The implementation of this planning area includes two areas of emphasis that are developed well in our new curriculum: 1) improving information literacy, including technology literacy; 2) broadening and integrating international/global perspectives into areas of study; and promoting interdisciplinary experiences. The new major will attract new, highly capable student who otherwise would chose other universities (Goal 4, Strategies 4.1, 4.2); enhance CSU's appeal for under-represented groups (Goal 5, particularly Strategy 5.3 for international students); contribute to the overall undergraduate program of CSU (Goal 6, particularly Strategies 6.4 and 6.7 (interdisciplinary demand). The lower-division courses developed for the new major may also be helpful for non-major students, and for consideration for use by other majors (such as proposed courses ESS200 Foundations of Ecosystem Science, ESS320 Ecosystem Ecology, ESS330 Quantitative Reasoning, ESS400 Sustainability and Ecosystem Science, ESS420 Ecosystem Practicum, ESS430 Earth Systems Ecology, ESS 440 Practicing Sustainability).

The subject areas in ecosystem science and sustainability and the approach we have adopted have deep historic roots in the Warner College of Natural Resources (including the Natural Resource Ecology Laboratory, a CSU Program of Excellence) and across campus. Within WCNR and the NREL scientists and students work in multidisciplinary teams, across geographic and disciplinary boundaries, to understand workings of and to improve the local and global ecosystems that support our societies. The School of Global Environmental Sustainability aims to knit together some of the cross-campus strengths in these area. We have an important opportunity to capitalize on this high-profile issue at CSU by instituting a full undergraduate major, supplementing the strengths of the Warner College.

**How does the proposed program meet the needs of Colorado and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?** Colorado has a population that is very concerned and committed on a wide variety of social, economic, and environmental issues; we care deeply about the future of our people, lands, waters, and ecosystems. Coloradans need more than care and concern about these issues; they need clear and helpful information on how these three domains connect and interact. Our businesses, institutions, governments, and organizations need access to a Colorado-educated workforce with the basic and applied knowledge that form the foundation of ecosystem science, within insights into applying this knowledge to achieve sustainability goals.

### **3. Evidence of Need for the Program**

- **Provide evidence of the need for the program.**

Interest in environmental issues, from local to global scales, is at an all time high. A recent study<sup>2</sup> of American values showed that the majority of Americans now think that the US is in as much danger from environmental degradation as from terrorists. These interests are manifest in stronger demand for programs. According to the New York Times (Feb. 24, 2009, Kate Galbraith), programs in environmental studies and environmental science have "soared" in the past few years. Since 2008, WCNR has seen a 36% increase in total students and the College sees Ecosystem Science and Sustainability as a clear areas of growth and interest. As highlighted above, CSU already has great strengths in the fields that comprise ecosystem science and sustainability. We currently lack a high-profile undergraduate major that we can use to recruit top-quality students, and produce highly employable graduates.

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<sup>2</sup> Yale Environmental Poll February 2007, n=1000; +- 3% at the 95% confidence Interval

The US Department of Labor's 2010-2011 Occupational Outlook Handbook (<http://www.bls.gov/oco/ocos311.htm>) projects that the number of jobs in environmental science will grow "much faster than the average for all occupations," increasing by 28% from 2008 to 2018. The Handbook notes:

"Much job growth will result from a continued need to monitor the quality of the environment, to interpret the impact of human actions on terrestrial and aquatic ecosystems, and to develop strategies for restoring ecosystems."

Ecosystem science, developed at CSU and around the world, has clearly shown that complexities of space clearly entwine with complexities of time; societal demands (including commodity prices) change, as does our level of insight about existing and novel ecosystem issues. Ecosystem science provides the comprehensive systems approach that is required for addressing these complex environmental challenges, and serves as a gateway to a multitude of career pathways and opportunities. The proposed major in ecosystem science and sustainability will be an important contributor to this.

#### **4. Evidence of Student Demand**

**What are the projected numbers and characteristics (e.g., index scores, residency status, ethnic background) of the students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?**

More than 16,000 high school students took the Advanced Placement examination in Environmental Science in 2009, including students from 40 high schools across Colorado. A strong science-based major would capitalize on CSU's strengths, and provide great service and opportunity to these (and other) prospective students. We anticipate enrollments of 200 high-performing students within 5 years of launching the new degree. These projections are based on a general sense of need on the part of students and society, and on the employment and salary<sup>3</sup> opportunities that careers in the field provide.

The University of Virginia has had one of the strongest, longest-standing programs in environmental science, and their undergraduate enrollment rose 45% in the past 5 years. Iowa State University saw similar gains. The Association for Environmental Studies and Sciences featured an article in a 2009 newsletter (volume 2, issue 2) that summarized the status and recent developments in US universities. Enrollment in these majors increased during the period of 2003 to 2008 in 58% of the universities, and held steady for another 29%.

These growth areas clearly match CSU's breadth and depth of strengths in environmental sciences, underscoring the great opportunity for offering an undergraduate major to capitalize on our strengths in ecosystem science and society's demands.

An undergraduate major in Ecosystem Science and Sustainability will be valuable for further supporting CSU's credentials and appeals for prospective students who value a university's commitment to the environment. The 2011 Princeton Review's survey of "College Hopes and Worries" found that 64% of

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<sup>3</sup> The current median income in environmental science jobs is about \$60,000/year, with the middle 50% earning between \$45,000 and \$80,000/year.

respondents said they want information about colleges' commitments to the environment, and one-fourth of prospective students would weigh this commitment heavily in choosing a school (<http://www.princetonreview.com/green/press-release.aspx>). This new major would become a major part of CSU's "Green University" portfolio, demonstrating our real commitment to environmental and social issues.

##### ***5. Duplication/ Similar Programs in the State***

There are several programs within Colorado that focus on ecology and different aspects of the environment, however few programs focus on ecosystem science as we have proposed. Traditionally, programs in environmental studies come the closest in terms of mission and content.

*Colorado Institutions of Higher Education:* Several institutions offer undergraduate majors and minors in environmental studies. None to our knowledge offer degrees in *Ecosystem Science and Sustainability*.

The University of Colorado (Boulder) offers a BA in Environmental Studies; this interdisciplinary liberal-arts program uses courses offered by a variety of departments. Current enrollment in the BA is almost 800 students (<http://envs.colorado.edu/people/>). This very successful program at CU is in the classic area of environmental studies, which typically reflects a strong social/liberal arts approach to the environment. The proposed CSU BS in Ecosystem Science and Sustainability would include elements of the classic environmental science domain, but with a stronger inclusion of physical and biological sciences and quantitative skills. The University of Colorado also has a Department of Ecology and Evolutionary Biology, offering both a major and a minor. However, these curricula closely resemble those in CSU's Biology Department, with little similarity to our proposed major.

The University of Northern Colorado has an Environmental Science emphasis area within their BS in Earth Sciences. This program has a strong emphasis on geological subjects, and the curriculum includes only one course in ecology.

Mesa State College in Grand Junction offers an Environmental Science and Technology BS, with concentrations in Environmental Restoration/Waste Management; Environmental Science; and Environmental Science Education. These three programs had a total enrollment of 85 students in 2009.

Western State College in Gunnison offers an Environmental Studies Program, including both a major and a minor. The major contains more physical and biological science courses that is common for programs that use the "Studies" designation rather than "Science." The only required course in ecology is a junior level anthropology course; no courses focus on ecosystem science or sustainability.

Adams State College in Alamosa does not offer an environmentally focused major.

The University of Denver's Geography Department offers both BA and BS degrees in Environmental Science. The BA program is similar to Environmental Studies programs at other universities, with less focus on physical/biological sciences and more emphasis on breadth in social sciences. The BS program has a strong focus in geographical sciences, and includes about twice as much physical/biological sciences as the BA program. Only one course in ecology is required, and none are required in ecosystem science or sustainability. DU's Department of Biological Sciences also offers BA and BS majors in Ecology and Biodiversity, but these programs resemble typical Biology majors with little resemblance to our proposed major.

Colorado College in Colorado Springs offers an interdisciplinary major in Environmental Science, with tracks in Environmental Chemistry and Environmental Physics. Of the existing programs in Colorado, Colorado College's program comes closest to our proposed major. Their program (with a core of 4 professors, augmented by faculty across campus) emphasizes physical and biological sciences, includes strong ecological content, and a focus on human-related issues and sustainability.

*Colorado State University:* The proposed degree in *Ecosystem Science and Sustainability* would complement current programs offered at Colorado State University. There will be clear connections between the ESS major and the courses and interdisciplinary minor with the School of Global Environmental Sustainability (SoGES). At an undergraduate level, the CSU General Catalog (see box) emphasizes that in the absence of an environmental science major, students can still find pieces of environmental science in a variety of majors and minors. The new major in Ecosystem Science and Sustainability would help raise the overall profile of environmental science opportunities at CSU, bolstering the full suite of options we provide to prospective and current students.

Within the Warner College of Natural Resources there are several degrees that share common themes and philosophy with the proposed degree. These degrees are more specialized (e.g., B.S. in Rangeland Ecology and B.S. in Forestry). The degree that is most similar to the proposed degree is the B.S. in Natural Resources Management (NRM). The goal of the Natural Resources Management major is to provide students with a broad-based understanding of the use and management of natural resources, which has some overlap with Ecosystem Science and Sustainability. The breadth of the NRM major allows students to specialize in a wide range of topics other than ecosystem science and sustainability, including conservation biology, geographic information systems, forest management, rangeland ecology, natural resource policy, recreation resources, watershed management, wildlife management or other topics related to natural resource management. Majors in NRM chose any minor on campus to provide strength in a specialization focus. The proposed degree in Ecosystems Science and Sustainability will focus on the fundamentals of ecosystem science and provide more training in quantitative analysis, geospatial analysis, and modeling and simulations of ecosystem processes at multiple scales (e.g., localized plant-microbial interactions, regional and continental scale exotic species invasions, land-atmosphere interactions, global climate impacts on ecosystem processes).

**From the CSU General Catalog 2010-2011:**

The programs at Colorado State University that engage in environmental studies are incorporated within existing majors in the following colleges (departments): *College of Agricultural Sciences* (Agricultural and Resource Economics; Bioagricultural Sciences and Pest Management [graduate only]; Horticulture and Landscape Architecture; Soil and Crop Sciences); *College of Applied Human Sciences* (Construction Management); *College of Engineering* (Atmospheric Science [graduate only]; Chemical and Biological Engineering; Civil and Environmental Engineering; Mechanical Engineering); *College of Liberal Arts* (Anthropology; English; History; Philosophy; Political Science; Sociology); *Warner College of Natural Resources* (Fish, Wildlife, and Conservation Biology; Forest, Rangeland, and Watershed Stewardship; Geosciences; Human Dimension of Natural Resources, Natural Resource Ecology Laboratory); *College of Natural Sciences* (Biology; Chemistry; Physics; Psychology); *College of Veterinary Medicine and Biomedical Sciences* (Biomedical Sciences; Environmental and Radiological Health Sciences; Microbiology, Immunology, and Pathology). In addition, Colorado State University offers an Environmental Affairs Interdisciplinary Studies Program (see the program description later in this section of the catalog) and an Undeclared Environmental/Natural Resource Interest for students who first wish to explore options with environmental studies campus-wide before selecting a major.

Appendix 1

Draft of the proposed curriculum

The full curriculum is listed at the end of this document; the table below diagrams the distribution of courses among the domains of ecosystem/biophysical, social, quantitative, and integrative foci.

Ecosystem/biophysical focus	Social focus	Quantitative focus
Choice of: NR 120 Environmental Conservation, or GES101 Foundations of Environmental Sustainability	CO 150 College Composition	Choice of: CS 110 Personal Computing; BUS 150 Business Computing Concepts and Applications; or AGRI 140 Technology in Agriculture
Choice of: BZ 110/111 Principles of Animal Biology/Lab & BZ 120 Principles of Plant Biology or Life 102 Attributes of Living Systems & Life 103 Biology of Organisms	NRRT 262 Prin. of Environmental Communication	ESS 130 System Theory and Information Management
Choice of: CHEM107/108 Fundamental Chemistry/Lab or Chem111/112 General Chemistry I	NRRT 362 Environmental Conflict Management	Choice of: MATH 155 Calculus for Biological Scientists I; or MATH 160 Calculus Physical Scientists I
Choice of: PH 121 General Physics or PH 141 Physics for Scientists and Engineers	NRRT 381 Ecosystem Services and Human Wellbeing	ESS 330 Quantitative Reasoning
Choice of: ESS 200 Foundations of Ecosystem Science or Life 320 Ecology	Choice of: AREC/ECON 202 Principles of Microeconomics; POLS103 State/Local Gov't; or ANTH100 Anthropology	NR 322 Introduction to GIS
GR 210 Physical Geography	Choice of: POLS323 International Relations or ANTH200 Cultures and the Global System	NR 323 Remote Sensing
Choice of: GEOL 120 Physical Geology; GEOL 122 Geology of Our Environment; or GEOL 24 Geology of Natural Resources	Choice of HORT/SOCR 171 Environmental Issues in Agriculture or AGRI270 World Interdependence –Population & Food	Choice of: STAT301 Introduction to Statistical Methods or STAT307 Introduction to Biostatistics
SOCR 240 Introduction to Soil Science	AUCC 3B (foreign language recommended)	
NR 220 Natural Resource Ecology and Measurements	AUCC 3D (historical perspectives)	
ESS 320 Ecosystem Ecology	Pick list options for Sustainability courses	
Pick list options for Ecology/Earth Science courses		
<b>Integration</b>		
	GES 101 Foundations of Environmental Sustainability	
	NR 120 Environmental Conservation	
	GR 342 Geography Water Resources	
	ESS 400 Sustainability and Ecosystem Science	
	ESS 420 Ecosystem Practicum	
	ESS 430 Earth Systems Ecology	
	ESS 440 Practicing Sustainability	

B.S. in Ecosystem Science and Sustainability (9/20/11)

Course	Title	Cr	AUCC
<b>FRESHMAN</b>			
GES 101	Foundations of Environmental Sustainability	3	3A
	OR		
NR 120	Environmental Conservation		3A
<i>Select one set of courses from the following:</i>			
Life 102	Attributes of Living Systems	4	3A
Life 103	Biology of Organisms – Animals and Plants	4	
	OR		
BZ 110	Principles of Animal Biology	3	3A
BZ 111	Principles of Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<i>Select one set of the following Chemistry courses:</i>			
CHEM 107	Fundamentals of Chemistry	4	3A
CHEM 108	Fundamentals of Chemistry Lab	1	3A
	OR		
CHEM 111	General Chemistry I	4	3A
CHEM 112	General Chemistry Laboratory	1	3A
MATH 155	Calculus for Biological Scientists I	4	1B
	OR		
MATH 160	Calculus for Physical Scientists I	4	1B
CO 150	College Composition	3	1A
ESS 130	Systems Theory and Information Management	1	
<i>Select one of the following courses:</i>			
CS 110	Personal Computing	3	
	OR		
BUS 150	Business Computing Concepts and Applications	3	
	OR		
AGRI 140	Technology in Agriculture	3	
Arts and Humanities		3	3B
<b>Freshman Total</b>		<b>30-31</b>	
<b>SOPHOMORE</b>			
<i>Select one of the following sets of Physics courses</i>			
PH 121	General Physics I	5	3A
	OR		
PH 141	Physics for Scientists and Engineers	4	3A
ESS 200	Foundations of Ecosystem Science	3	
	OR		
LIFE 320	Ecology	3	
GEOL 120	Physical Geology	3	
	OR		
GEOL 122	Geology of Our Environment	3	
	OR		
GEOL 124	Geology of Natural Resources	3	
	OR		
SOCR 240	Introduction of Soil Science	4	
GR 210	Physical Geography	3	
STAT 301	Introduction to Statistical Methods	3	
	OR		
STAT 307	Introduction to Biostatistics	3	



<b>SOPHOMORE (continued)</b>			
NRRT 262	Principles of Environmental Communication	3	
<i>Select one of the following courses:</i>			
AREC/ECON 202	Principles of Microeconomics	3	3C
	OR		
POLS 103	State and Local Government and Politics	3	3C
	OR		
ANTH 100	Introductory Cultural Anthropology	3	3C
<i>Select one of the following courses:</i>			
POLS 232	International Relations	3	3E
	OR		
ANTH 200	Cultures and the Global System	3	3E
	OR		
HORT/SOCR 171	Environmental Issues in Agriculture	3	3E
	OR		
AGRI 270	World Interdependence-Population and Food	3	3E
Arts and Humanities		3	3B
Open Electives		0-2	
<b>Sophomore Total</b>		<b>30</b>	
<b>SUMMER</b>			
NR 220	Natural Resources Ecology and Measurements (Pingree Park)	5	
	<b>Summer</b>	<b>5</b>	
	<b>Total</b>		
<b>JUNIOR</b>			
GR 342	Geography of Water Resources	3	
NR 322	Introduction to Geographic Information Systems	4	
NR 323	Remote Sensing of Natural Resources	3	
ESS 320	Ecosystem Ecology	3	
ESS 330	Quantitative Reasoning	3	
NRRT 333	Human Dimensions of Natural Resources	3	
	OR		
NRRT 381	Ecosystem Services and Human Wellbeing	3	
<i>Select one of the following courses:</i>			
CO 301B	Writing in the Disciplines - Sciences	3	2
	OR		
CO 301C	Writing in the Disciplines – Social Sciences	3	2
	OR		
JT 300	Professional Technical Communication	3	2
Historical Perspectives		3	3D
Junior/Senior Pick List		6	
<b>Junior Total</b>		<b>31</b>	
<b>SENIOR</b>			
ESS 400	Sustainability and Ecosystem Science	3	4A (proposed)
ESS 420	Ecosystem Practicum	3	
ESS 430	Earth Systems Ecology	3	4B (proposed)
ESS 440	Practicing Sustainability	4	4C (proposed)
Junior/Senior Pick-list		9	
Open electives		1-2	
<b>Senior Total</b>		<b>23-24</b>	
<b>Program Total</b>		<b>120</b>	

## Pick lists for the BS in Ecosystem Science and Sustainability

### Ecology Pick List

BSPM 308 Ecology and Management of Weeds  
BZ 440 Plant Physiology  
BZ 441 Plant Physiology Laboratory  
BZ 450 Plant Ecology\* (prereq BZ 223 or BZ 325)  
BZ 471 Stream Biology and Ecology  
BZ 472 Stream Biology and Ecology Laboratory  
BZ 474 Limnology  
F 311 Forest Ecology  
F 324 Fire Effects and Adaptations  
FW 204 Introduction to Fishery Biology  
FW 260 Principles of Wildlife Management  
FW 300 Ichthyology  
FW 375 Field Wildlife Studies  
FW 400 Conservation of Fish in Aquatic Ecosystems\* (prereq FW 300)  
FW 477 Habitat for Wildlife\* (prereq FW 260)  
LAND 444 Ecology of Landscapes\* (prereq LAND 360)  
NR 300 Biological Diversity  
NR 326 Forest Vegetation Management  
NR 421 Natural Resources Sampling  
RS 300 Rangeland Conservation and Stewardship  
RS 331 Wildland Plants and Plant Communities  
RS 351 Wildland Ecosystems in a Changing World  
RS 400 Rangeland Improvements\* (prereq RS 300 or SOCR320)  
RS 432 Rangeland Measurements and Monitoring\* (prereq RS 300)  
RS 452 Rangeland Herbivore Ecology and Management\* (prereq RS 300)  
RS 471 Rangeland Planning and Grazing Management\* (prereq RS 300)  
RS 478 Restoration Ecology  
SOCR 341 Soil Ecology (only 1 credit now but may be expanded)  
SOCR 4xx Soil and Global Change (proposed)  
SOCR 420 Crop and Soil Management Systems I\* (prereq SOCR 100)  
SOCR 420 Crop and Soil Management Systems II\* (prereq SOCR 100)  
SOCR 442 Forest and Range Soils  
SOCR 455 Soil Microbiology  
SOCR 456 Soil Microbiology Laboratory

### Earth Sciences Pick List

ATS350/351 Intro to Weather and Climate  
GEOL 454 Geomorphology (*may have enrollment capacity issues*)  
NR 422 GIS Applications in Natural Resource Management  
SOCR322 Principles of Microclimatology  
SOCR470/471 Soil Physics  
WR 304 Principles of Watershed Management  
WR416 Land Use Hydrology  
WR 417 Watershed Measurements\* (coreq WR 416)  
WR 418 Land Use and Water Quality\* (prereq WR416)  
WR 419 Water Quality Laboratory for Wildland Managers\* (coreq WR 418)  
WR 474 Snow Hydrology

### Sustainability Pick List

ANTH 329 Cultural Change  
ANTH 330 Human Ecology\* (prereq ANTH 100)  
AREC/ECON 340 Introduction to Economics of Natural Resources  
ECON 344 Economics of Energy Resources  
F 322 Economics of the Forest Environment  
NRRT 231 Principles-Parks/Protected Area Management  
NRRT 270 Principles of Natural Resource Tourism  
NRRT 320 International Issues-Recreation and Tourism  
NRRT 330 Human Dimensions of Natural Resource Management  
NRRT 360 Group Decision Making  
NRRT 361 Natural Resources and the Media  
NRRT 362 Environmental Conflict Management  
NR 400 Public Relations in Natural Resources\* (prereq NR 320)  
NR 420 Integrated Ecosystem Management\* (prereq NR 320, senior standing)  
NR 425 Policy and Sustainability  
POLS 362 Global Environmental Politics\* (prereq POLS 232 or 241)  
RS 470 Rangeland Economics and Analysis\* (prereq RS 300)  
SOC 320 Populations, NR, and the Environment\* (prereq Soc 101 or 105)  
SOC 461 Sociology of Water Resources

\* Additional prerequisites required beyond those included in the DESS curriculum.

**New BS major in Ecosystem Science and Sustainability**

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**Students**

**6. Student body**

**What is the ideal number of students in terms of total student enrollment (after program has been in place for five years)? What number do you feel would be ideal for the “entering class?” Present a time line explaining how you expect those numbers to grow as you build toward your first graduating class. How many students do you expect to graduate in a given year once the program is at ideal size?**

The table below are projects of the size of the entering class for the proposed B.S. in Ecosystem Science and Sustainability (see Appendix I), the 5-year timeline for program growth and the sizes of the graduating classes for the degree once they are at steady-state in terms of enrollments. The proposed undergraduate enrollment figures when combined with the undergraduate and graduate student enrollment projections for the BS (80 students) and MS (25 Students) in Watershed Science are based on reaching a Student:Faculty FTE ratio of at least 20:1 based on 14 faculty FTE.

<b>B.S. Ecosystem Science and Sustainability</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Resident</b>	20	60	80	120	160
<b>Non-Resident</b>	5	10	15	20	20
<b>International</b>	5	5	5	10	20
<b>Program Graduates</b>		10-15	15-20	20-30	40-50
<b>Enrollment Totals</b>	<b>30</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>200</b>

**Is the proposed program intended to provide another program option to a significant number of students who are already being attracted to or attending CSU?**

The program by design is not intended to compete with other programs on campus. However, as with any undergraduate program it will provide another option to students. The freshman and sophomore year requirements could serve as a foundation for other majors on campus (e.g., BS Watershed Science).

**If the program is expected to attract students from other campus departments, attach a letter from the relevant department head and dean indicating their support (or lack thereof) for the new proposal in terms of shift of student enrollment from that particular department.**

We do not anticipate that the degree will attract a significant number of students from other departments on campus. The mission is sufficiently different from existing programs.

**Is it anticipated that the proposed program will draw students who would not otherwise come to the institution?**

We anticipate that the new degree will attract students who would not otherwise come to CSU. The focus on Ecosystem Science and Sustainability should have broad appeal to students from within Colorado, and to out-of-state students and international students.

**What is the student profile in other programs that the department currently offers (e.g., mean index score; residency compared to non-residence numbers; ethnicity of student body). Is there any reason to believe that the profile of the student body in the new program area would be any different than the existing profile? Please explain.**

The proposed degree is new so there is no existing data related to student profiles. The best estimates of the student profile at this time would include the profiles for the Watershed Science degree program, which is housed and administered in the department, and the student profile for the WCNR as whole. We do not anticipate that the student profiles will deviate from these estimates.

***What number do you feel would be ideal for the entering class?***

We feel that an ideal enrollment for the incoming class would be 25 students (20 in-state, 5 out-of-state) in year 1 with 40-50 students incoming per year after year 5.

***Time line explaining how you expect those numbers to grow as you build toward your first graduating class***

The timeline with enrollment projections and graduates is presented in the table presented above. By year 5 we anticipate enrollments of 200 students (160 in-state, 40 out-of-state and international).

***How many students to you expect to graduate in a given year once the program is at ideal size?***

We anticipate that we will reach an ideal size of 200 students by year 5 (see timeline presented in the Table above) with a graduating class of 40-50 students per year.

***Reasons we have targeted this number as ideal***

We are working towards a student:faculty ratio of 20:1 as a baseline. Currently we have 14 faculty FTE in the department. We have identified 200 students as the ideal number in the proposed program. This when coupled with the 80 students we are targeting for the BS in Watershed Science, and the teaching obligations that faculty have to other programs in WCNR (e.g., Forestry and Range Science) creates a student:faculty ratio in excess of 20:1.

## **7. Admission requirements**

***Are any requirements for admission to the proposed program being recommended that are higher than CSU's minimum requirements?***

No requirements for admission to the proposed programs are higher than CSU's minimum.

## **Program and Assessment**

### **8. Course of study**

**Provide a discussion of any nontraditional learning modes to be utilized (role of technology and use of career development activities – practica and internships)**

The program will require a field experience at Pingree Park (NR 220) during the summer between the sophomore and junior years, and practicum (ESS 420) and a capstone experience (ESS 440) during the senior year.

### **9. Curriculum – courses and total structure**

Descriptions of the curricula (courses and total structure) of the proposed B.S. in Ecosystem Science and Sustainability is presented in Appendix I.

The new major will require training in the following areas: 1) a foundation in biological and physical sciences, 2) core knowledge in the social sciences that focuses on the relationships between humans and the environment, 3) training in ecosystem science and system theory, 4) the development of quantitative approaches for studying and modeling complex ecosystems in both geospatial and temporal contexts, and 5) the development of practical skills to work and communicate in an inter-disciplinary context.

The core of the major will include 8 new courses developed expressly for this major, augmented by existing courses. Engagement of ESS faculty and students in existing freshman courses at CSU (NR 120 Environmental Conservation, and GES101 Foundations of Environmental Sustainability) will solidify cross campus connections between programs and provide an effective path into the ESS major. The freshman and sophomore years will focus on the biological and physical sciences, ecosystem science, mathematics, and the social sciences. New offerings include an introduction to system thinking and information management (ESS 130) and the basics of ecosystem science (ESS 200). After the sophomore year, students will join other WCNR students in the Pingree Park summer course (NR220 Natural Resources Ecology and Management). The junior and senior years build on this foundation with new offerings ecosystem science (ESS 320, ESS 430), modeling (ESS 330), sustainability (ESS 400), courses in geo-spatial analysis (NR 332) and remote sensing (NR 323), courses in social science that focus on the services (NRRT 381) that ecosystems provide and how the need for these services affect societies (NRRT 362), credits chosen for specialization from a cafeteria list (ecology, earth sciences, and sustainability categories), and credits for open option choices. Capstone courses in the senior year (ESS 420) are supplemented with a field course that emphasizes the extension of on-campus education with real-world case studies (ESS 440). In addition to serving ESS majors, the new courses would also enhance the environmental literacy of non-majors across campus.

The full curriculum is listed at the end of this document in Appendix I; the table below diagrams the distribution of courses among the domains of ecosystem/biophysical, social, quantitative, and integrative foci.

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Ecosystem/biophysical focus	Social focus	Quantitative focus
Choice of: NR 120 Environmental Conservation, or GES101 Foundations of Environmental Sustainability	CO 150 College Composition	Choice of: CS 110 Personal Computing; BUS 150 Business
Choice of: BZ 110/111 Principles of Animal Biology/Lab & BZ 120 Principles of Plant Biology or Life 102 Attributes of Living Systems & Life 103 Biology of Organisms	NRRT 262 Prin. of Environmental Communication	Computing Concepts and Applications; or AGRI 140 Technology in Agriculture
Choice of: CHEM107/108 Fundamental Chemistry/Lab or Chem111/112 General Chemistry I	NRRT 362 Environmental Conflict Management	ESS 130 System Theory and Information Management
Choice of: PH 121 General Physics or PH 141 Physics for Scientists and Engineers	NRRT 381 Ecosystem Services and Human Wellbeing	Choice of: MATH 155 Calculus for Biological Scientists I; or MATH 160 Calculus Physical Scientists I
Choice of: ESS 200 Foundations of Ecosystem Science (Life 320 Ecology can substitute).	Choice of: AREC/ECON 202 Principles of Microeconomics; POLS103 State/Local Gov't; or ANTH100 Anthropology	ESS 330 Quantitative Reasoning
GR 210 Physical Geography	Choice of: POLS323 International Relations or ANTH200 Cultures and the Global System	NR 322 Introduction to GIS
Choice of: GEOL 120 Physical Geology; GEOL 122 Geology of Our Environment; or GEOL 24 Geology of Natural Resources	Choice of HORT/SOCR 171 Environmental Issues in Agriculture or AGRI270 World Interdependence –Population & Food	NR 323 Remote Sensing
SOCR 240 Introduction to Soil Science	AUCC 3B (foreign language recommended)	Choice of: STAT301 Introduction to Statistical Methods or STAT307 Introduction to Biostatistics
NR 220 Natural Resource Ecology and Measurements	AUCC 3D (historical perspectives)	
ESS 320 Ecosystem Ecology	Pick list options for Sustainability courses	
Pick list options for Ecology/Earth Science courses		
<b>Integration</b>		
GES 101 Foundations of Environmental Sustainability NR 120 Environmental Conservation GR 342 Geography Water Resources ESS 400 Sustainability and Ecosystem Science ESS 420 Ecosystem Practicum ESS 430 Earth Systems Ecology ESS 440 Practicing Sustainability		

**10. Assessment of Student Learning/Outcomes Evaluation**

*What specific learning outcomes will be achieved by students who complete this proposed program of study?*

The learning outcomes of ESS students will vary somewhat in large part due to the focus within they choose. Students in this program will come from many different academic backgrounds, and will choose different directions in their study of ecosystem science and sustainability. As in

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any undergraduate and graduate program through the University our completed students will have a demonstrated, in depth knowledge of their home field of study and a well developed capacity for and interest in life long learning. Beyond this we have identified two general areas in which our students must be proficient: scientific content and concepts or capacities, which will permit them to put their knowledge into practice. The first two years of study and required upper division courses will provide the common proficiency in science content and concepts. The Pick-list and electives will provide the flexibility in the curriculum for students to choose different foci.

**Content:**

- A thorough knowledge of the quantitative and qualitative methods applicable to the study of environmental sustainability.
- An understanding of how ecosystems work and how their various parts are inter-related.
- An understanding of the linkages between socioeconomic and ecological processes in coupled human-natural systems.
- An understanding of the most important concepts and principles in fields other than their own that bear on the issue of environmental sustainability.

**Practice:**

- A demonstrated ability to work in a multidisciplinary setting or as part of a multidisciplinary team; including:
  - The ability to communicate usefully with those from the other disciplines,
  - An understanding of the role of these disciplines in dealing with issues of environmental sustainability.
  - An ability to recognize when his/her field of study has a central role in the consideration of a given issue and when it has a supporting role.
- The skills to carry out integrated assessments using systems approaches and integrative methods, including the development and/or application of conceptual and mathematical models.
- The ability to determine whether an ecosystem is sustainable; and if so why, and if not, what might be done to make it sustainable.

***What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?***

The proposed department will use the PRISM system to assess the proposed B.S. Ecosystem Science and Environmental Sustainability. The proposal for the degree will elaborate on the specifics, but will include the following outcomes of student learning development: Outcome 1 – Bodies of Skill; Outcome 2 – Content Mastery; Outcome 3 – Self Development

***What specific methods or approaches will be used to assess graduate (completer) outcomes?***

The following measurement tools will be used to assess student outcomes:

1. A common rubric with descriptions of expected performance levels for each learning

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characteristic defined in the outcomes designed in conjunction with Dr. Kim Bender, Director of Assessment. An example of a rubric adapted for oral presentations (1-5 Likert Scale) from Environment Health is provided in Appendix II.

2. Primary advisor mentoring evaluation form that uses self-reflection methods to develop outcome for professional behavior.
3. Graduate exit surveys.
4. Alumni surveys.

***Is a licensure examination associated with this field of study?***

NO

***How will the institution determine the extent to which the academic program meets the objectives (section 2) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)***

The following table lists the previously described programmatic objectives with their associated assessment tools.

<b>Objective</b>	<b>Assessment Tool</b>
To provide high quality, state-of-the-art, undergraduate instruction and training using both classroom didactic teaching, internships, and focused research experiences in ecosystem science	Use PRISM (Plan for Research in Improvement and Support Mission) learning outcomes data results to develop improvements over time (see above section).
To attract and retain Colorado undergraduates, who would otherwise leave the state, by providing a high profile, graduate degree program in Ecosystem Science and Sustainability	Institutional Research (IR) data on primary majors, Resident category (program review data).
To attract out-of-state and international students, who would not otherwise attend CSU, to further increase CSU's graduate programs in the ecology and natural resources and provide CSU with an enhanced revenue stream.	Institutional Research data on primary majors Non-Resident and International category (program review data).
To create ecosystem science professionals well grounded in ecosystem science content and familiar with research and analysis practices.	Use PRISM data results on job placement tracking information, publication records, and use alumni surveys
To attract and retain highly regarded faculty	Create a faculty research and scholarship goal in PRISM and annually track performance
To increase ecosystem science student diversity via active recruitment of groups under-represented in ecology and natural resources into the BS program	Make the diversity goal in PRISM part of the departments diversity plan and annually track performance. Track IR data and include it in program review.

***How will the collected information be used to improve teaching, advising, and co-curriculum activities to enhance student learning?***



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Program assessment is an integral component of the DESS governance and administration. The DESS program will use of the administration section of the PRISM plan to develop the department's annual assessment process. This will include, but is not limited to:

1. The formation of a DESS Assessment Committee and clearly defined faculty responsibilities.
2. Development of new procedures and/or adoption of existing procedures on how data is collected.
3. Assignment of responsibility within DESS for data analysis.
4. Establishment of a chain of communication within DESS as to what decision making group the data is reported.
5. How improvements are developed to mitigate weaknesses determined by the learning or performance research.

**Faculty**

**11. "Snapshot" of Faculty Resources**

*Identify current program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from other departments' faculty and adjuncts.*

Regular and Adjunct/Affiliate faculty listed in the following table:

<b>Regular Faculty</b>			
<b>Faculty Member</b>	<b>Appointment</b>	<b>Highest Degree</b>	<b>Area of Specialization</b>
Aldridge, Cameron	Assistant Professor (0.5 FTE)	Ph.D.	Wildlife Ecology
Binkley, Dan	Professor (1.0 FTE)	Ph.D.	Forest Ecology
Boone, Randall	Associate Professor (0.5 FTE)	Ph.D.	Wildlife & Landscape Ecology
Conant, Rich	Associate Professor (0.5 FTE)	Ph.D.	Biogeochemistry
Fassnacht, Steven	Associate Professor (1.0 FTE)	Ph.D.	Snow Hydrology
Gao, Wei	Professor (0.5 FTE)	Ph.D.	Atmospheric Science
Hobbs, N. Thompson	Professor (1.0 FTE)	Ph.D.	Wildlife Ecology
Kampf, Stephanie	Assistant Professor (1.0 FTE)	Ph.D.	Watershed Science-Hydrology
Klein, Julia	Assistant Professor (1.0 FTE)	Ph.D.	Global Change Ecology
Laituri, Melinda	Associate Professor (1.0 FTE)	Ph.D.	Hydrology, Geography, GIS
Lefsky, Michael	Associate Professor (1.0 FTE)	Ph.D.	Environ. Sci., Remote Sensing
MacDonald, Lee	Professor (1.0 FTE)	Ph.D.	Landscape Hydrology
Moore, John	Professor (1.0 FTE)	Ph.D.	Theoretical Ecology -- Food Webs
Ogle, Stephen	Associate Professor (0.5 FTE)	Ph.D.	Ecosystem Ecology - Carbon

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Ojima, Dennis	Professor (1.0 FTE)	Ph.D.	Ecosystem Ecology - Policy
Rocca, Monique	Assistant Professor (1.0 FTE)	Ph.D.	Forest Ecology – Fire & Restoration
Wallenstein, Matthew	Assistant Professor (0.5 FTE)	Ph.D.	Ecosystem Ecology – Soil Microbes
<b>Adjunct/Affiliate Faculty</b>			
Baron, Jill	Senior Scientist (NREL/USGS)	Ph.D.	Ecosystem Science - Biogeochemistry
Coughenour, Michael	Senior Scientist (NREL)	Ph.D.	Ecosystem Scientist - Modelling
Kumar, Sunil	Research Scientist II (NREL)	Ph.D.	Community Ecology – Invasive Species
Parton, William	Senior Scientist (NREL)	Ph.D.	Ecosystem Ecology – Carbon Modelling
Paul, Eldor	Senior Scientist (NREL)	Ph.D.	Soil Ecology & Soil Processes
Stolhgren, Tom	Senior Scientist (NREL/USGS)	Ph.D.	Ecosystem Ecology – Invasive Species
Swift, Dave	Senior Scientist (NREL)	Ph.D.	Ecosystem Ecology – Wildlife

***Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What resource commitment is required and how will it be provided?***

The department has 14 FTE, distributed among 9 full-time (1.0 FTE) and six half-time (0.5 FTE) tenure track appointments (see Table above). There is no need to add additional faculty to initiate the program.

***Estimate the number and type of support staff needed in each of the first four years of the program.***

We will require 1 additional administrative support staff and 1 month of computer support staff in the first 4 years of the program.

**12. Faculty Vitae (Include in Appendix)**

***For new graduate programs, include full vitae for all tenured/tenure-track faculty members as appendices.***

The vitae (2-3 page) for all the core tenured/tenure-track faculty members are provided in Appendix III.

**Resources**

**13. Impact of Program Request on Curriculum and Students**

***What is the current department enrollment by degree level?***

The current enrollments by degrees are as follows: 1) BS Watershed Science – 53 students, 2) MS Watershed Science – 19 students, 3) MS and PhD GDPE 23 students.

***Are any of the department's current program areas "controlled" or "capped"?***

NO.

***Is the Center for Advising and Student Achievement (CASA) currently involved in advising any majors for a "seeking" category that involves any of the department's degree areas?***

NO.

***Please explain and provide relevant data.***

Not Applicable.

***If approved, how will launching a new degree impact the commitment already made to students in other program areas?***

The new degree program will co-reside with the B.S. in Watershed Science and the M.S. in Watershed Science. The new program will not have an impact on currently matriculated students in other departments or degree programs. We will not encourage nor do we anticipate that the proposed program will take students away from existing programs (aka, "poaching"). New students may find the foci of the proposed programs attractive and choose to enroll in them over programs with more general emphases.

***Provide a detailed plan as to how resources within the department would be re-allocated to contribute to the resource base needed for this proposed program (e.g., will the department need to "cap" another program? would additional enrollment growth funding be necessary to meet current student demand for courses?).***

The department currently administers the BS and MS in Watershed Science, and faculty have teacher obligations to other programs within WCNR. The added instructional needs would be met using the faculty hires (6 half-time/0.5 FTE tenure track appointments) made in FY11 and the reassignment of 11 full-time/1.0 FTE tenure/tenure-track faculty to the department as part of the reorganization within the college. Additional enrollment growth funding would be needed to support administrative and computing needs, operational costs, and TA support for instruction. The level of support is detailed in the budget.

***What are "collateral expenses" that must be taken into account in order to offer this academic program?***

*(E.g., other than AUCC (core) courses, how will other department's teaching loads and facilities be affected by inclusion of their courses in the proposed curriculum. Provide a letter from other units indicating whether they would be able to "absorb" the projected number of students into already existing sections or whether they will need to add sections. If there is a need to add, can this be done with existing resources?)*

We are projecting that the new program will maintain enrollments of 200 undergraduate with about 40-50 degrees awarded and new student enrollments per year. The pre-requisites and core courses for the proposed undergraduate degree could potentially impact other departments. Letters from the affected programs are provided in Appendix IV. The impacts on

other programs are as follows:

### **No Impact**

The majority of the departments and programs affected indicated that they have the capacity to meet the projected enrollments with current resources. If demand increases beyond capacity, we will work through channels to address these issues with the effected departments.

### **Space and FTE**

The required course sequences in Chemistry, Physics and Biology in the freshman year will require additional GTA FTE and potentially space (in the case of Chemistry) when the enrollments reach the projected steady-state of 200 students assuming that all 50 new students per year enter as freshman. Two factors need to be considered, that suggest that the enrollments in each of the subject areas may be significantly less than 50 new students per year. First, for each of the subject areas, students have the option of selecting 1 of two courses or course sequences (e.g., Chem 108/109 or Chem 110/111). This effectively lowers the impact on courses or course sequences in each subject area to 25 new students per year. Second, upwards of 50% of students in WCNR majors are transfer students. Many of these students will be recruited through our 2+2 efforts, like the ones recently initiated with universities in China, and come with prerequisites in hand. Hence, the number of students entering the effected courses and course sequences could be as low as 10-15 per year. We have included requests for additional TA support in Year 2 as base funding to meet these anticipated needs.

The required summer field experience at Pingree Park (NR 220) could potentially impact the capacity at Pingree Park in the future. The Director of Pingree Park has indicated that the Pingree Park can accommodate the number of students provided in the projections.

## **14. Library Reference Sources**

***Note: this section must be reviewed by the Library Staff and certified by the Dean of the Libraries. Seek feedback from the Dean of the Library during Phase 1 so that work might begin on adequacy of the collection.***

*Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., is there a recommended list of materials issued by the American Library Association of some other requirements of the recommended list?).*

The complete assessment provided by the Library Staff and certified by the Dean of the Libraries is provided in Appendix V. The assessment was developed in consultation with the CSU Library, the DESS faculty, and the NREL Executive Committee, and is based on metrics for holdings and resources established by the CSU Libraries in comparison to similar degree programs at CSU and three comparable institutions: University of California Santa Barbara, the University of Georgia, and Duke University. Duke University includes the Nicholas School of the Environment and Earth Sciences (<http://www.nicholas.duke.edu/>) and The University of Georgia includes the Odum School of Ecology (<http://www.ecology.uga.edu/>).

*How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How is it proposed that these additional resources will be provided?*

The assessment concluded that the library has the monographs, core journals, core databases, and reference resources to support the new BS degree in Ecosystem Science and Sustainability. The library will be able to support the curriculum and research needs for the new degree program.

### **15. Facilities, Equipment, and Technology**

***What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to offer a quality program in the field?***

**Office Space:** The Administrative Staff and majority of Faculty of the department are co-located in the NESB with the NREL. No additional space is requested for the proposed degree.

**Laboratory Resources:** Monitoring of the Chemistry teaching laboratory space will be critical. Initially there should be sufficient space to offer the program. With growth, options could be limited given current facilities.

**Computing Resources:** Purchase a new server to be dedicated to departmental needs and teaching (\$5,000 in one-time funds) and technical support (\$10,150 in base).

***What resources for facilities, beyond those now on hand, are necessary to offer this program? Be specific (e.g., include need for new space, renovated space). Be sure to address classrooms, instructional labs, office space. etc. How is it proposed that these additional resources will be provided?***

During the growth phase (years 1-5) we will work with existing space. Beyond year 5, we anticipate the need for classrooms or instructional space to offer the program. We will work with the Deans of the affected colleges to address space issues. We will work with the WCNR Dean to meet departmental space needs as they arise.

***What resources for equipment, and technology, beyond those now on hand, are necessary to offer this program? How is it proposed these additional resources will be provided?***

None

### **16. Summary of Budget Needs**

***Summarize all new budget resources you are requesting from CSU Central Administration.***

***As part of this section, complete the attached financial planning form. (Note: Form is not attached in this version. We will be merging the form that Tony Frank generated.)***

Three budget sheets are attached to this document that itemize internal, external and combined

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(internal and external) budgetary needs. We define 1 GTA FTE as filling 2 half-time GTA appointments, or 4 sections of lecture or lab per year. Salary and tuition increases were estimated high. All salaries or GTA fellowships were subject to a 5% annual increase. Tuition was subject to a 15% annual increase.

**INTERNAL NEEDS:**

The following needs are internal to the new department.

**Faculty Salary** – No new faculty lines are requested for the proposed degree program.

**Administrative Support Salary** – 1.0 FTE (\$40,000 for Salary and Fringe Benefits) in administrative support. This coupled with existing support is sufficient to administer the program.

**Other Support Salary** – One month of computer support (salary and benefits) to support computer lab and IT needs. The curriculum will include a computer-modeling component.

**GTA Positions** – 6 GTA positions (3.0 GTA FTE). We are proposing 8 new ESS classes as part of the required core for the degree. Enrollments should be sufficiently high (>50 students per course, >100 for ESS 200) to warrant 3 FTE of GTA support to cover the needs. Our rationale is as follows:

1. We anticipate that ESS 200, ESS 320, and ESS 430 will attract our majors and students from other majors as well. Enrollments will be sufficiently high (>75 students) warrant full or partial GTA support.
2. Enrollments in NR 322 and ESS 330 will be sufficiently high to require GTA support given the computer intensive nature of the courses.
3. The required practicum (ESS 420) will require full or partial GTA support.

**Operating** – \$20,000 in operating expenses are requested to accommodate an additional 200 students and expenses associated with 8 new courses.

**Equipment** – No new equipment is required.

**Facilities and Technology** – A new server (\$5,000 one time) to meet the administrative and instructional needs of the department.

**EXTERNAL NEEDS:**

The following are external needs expressed by other units on campus that would be impacted by the proposed curriculum.

**GTA Positions** – 8 GTA positions or 4 GTA FTE (1 in FY14, 2 in FY15, 1 in FY16). We have budgeted for 2 FTE to anticipated needs for the lecture and/or lab section support for in the GES, Life, Biology and Chemistry courses and sequences. The breakdown and rationale are as follows:

1. For courses with laboratory sections (BZ and LIFE sequences, CHEM sequences, PH) the threshold for new sections was 20 new students. Given our enrollment projections of 50 new students by YR 5, with up half the students being transfèr students (per historical WCNR enrollment patterns) having met the lower division course requirements (BS, LIFE, CHEM, and PH) we anticipate the need for 1 additional section each course within the in BZ or LIFE sequence, 1 additional section for each of the courses in the CHEM

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sequence, and 1 section of PH. This equates to 5 additional sections or 2.5 GTA FTE when annualized. We have added an additional section to the mix to account for any over-estimation in the number of transfer students. This brings the total request to 3 GTA FTE.

2. GES and LIFE 320 are large lecture courses. We have budgeted 1 additional GRA FTE to be split among these courses to assist in grading and course management as the enrollments grow.

**Library** - The library requests no additional funds to support the program.

**COMBINED NEEDS:**

The budget sheet for the combined needs adds the internal needs to the external needs.

Initiative Planning Assessment Form Internal and External Requests



Title of Request: BS in Ecosystem Science and Sustainability

		FISCAL YEAR				
		13	14	15	16	17
<b>Expenses</b>						
<sup>1</sup> Faculty Salary	Base					
(list once per new)	One-time					
Admin. Pro. Salary	Base	40,000				
(list once per new)	One-Time					
Other Salary	Base	10,150				
(list once per new)	One-Time					
<sup>2</sup> GRA Salary	# New each year					
(list once per new)	Total Salary					
GRA Tuition Premiums	# New each year					
(list once per new)	Total Tuition					
GTA Positions	# New each year		2	4	2	
(list once per new)	Total Salary		50,000	105,000	55,125	
	Total Tuition		9,726	22,370	12,863	
<sup>3</sup> Operating	Base	20,000				
	One-Time					
Equipment	Base					
	One-Time					
Library Resources	Base					
	One-Time					
Facilities & Technology	Base					
	One-Time	5,000				
Other	Base					
	One-Time					
<b>Total Expenses</b>	Base	70,150	50,000	105,005	55,125	-
	One-Time	5,000	-	-	-	-
	Tuition	-	9,726	22,370	12,863	-
	<b>Total Expenses</b>	<b>75,150</b>	<b>59,726</b>	<b>127,375</b>	<b>67,988</b>	<b>-</b>
<b>Returns</b>						
New Tuition Revenue						
Resident Tuition	\$4,885	20				
Non-Resident Tuition	\$16,424					
Annual Increase	15% Res/5% Non res					
	# of Resident	20	60	80	120	160
	# of Non Resident	5	10	15	20	20
	# of International	5	5	5	10	20
Resident Tuition		97,704	337,079	516,854	891,573	1,367,079
Non-Resident Tuition		164,241	259,680	362,151	570,388	799,544
Sub total Tuition		261,945	595,758	879,006	1,461,962	2,165,623
<sup>4</sup> Research						
Direct						
Indirect						
Subtotal Research						
Development						
Other						
<b>Total Returns</b>		261,945	595,758	879,006	1,461,962	2,165,623
Central Cash Return		261,945	595,758	879,006	1,461,962	2,165,623
Central Cash Balance		186,795	465,882	631,481	1,168,819	1,885,343

Notes and Comments:

Please add footnotes here to explain items as needed.

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. Include fringe.
- With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please note tuition needs to be added in the year the new GTA stipends are incurred.
- For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
- On tuition revenue from students, please indicate students as "total in the program" and not as "new, incoming, first year". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15).
- Calculate the estimated NEW research activity that the new program will generate, and its subsequent Indirect return. This may be based on new faculty additions or from research resources that would not otherwise have been available in the absence of the new program. This new revenue may necessarily show in Year 1, for example, but new grants will arrive in out years.
- Provide comparison data for program charges of similar degrees at other institutions in your budget explanation. Also provide a rationale for your program charge.
- Note that a budget explanation is part of the Phase 2 proposal process.



Initiative Planning Assessment Form Internal Requests



Title of Request: BS in Ecosystem Science and Sustainability

		FISCAL YEAR				
		13	14	15	16	17
<b>Expenses</b>						
1 Faculty Salary (list once per new)	Base					
	One-time					
	Admin. Pro. Salary (list once per new)	40,000				
Other Salary (list once per new)	Base	10,150				
	One-Time					
2 GRA Salary (list once per new)	# New each year					
	Total Salary					
GRA Tuition Premiums (list once per new)	# New each year					
	Total Tuition	-	-	-	-	-
GTA Positions (list once per new)	# New each year		1	1	1	
	Total Salary		25,000	26,250	27,563	
	Total Tuition		4,863	5,592	6,431	
3 Operating	Base	20,000				
	One-Time					
Equipment	Base					
	One-Time					
Library Resources	Base					
	One-Time					
Facilities & Technology	Base					
	One-Time	5,000				
Other	Base					
	One-Time					
Total Expenses	Base	70,150	25,000	26,255	27,563	-
	One-Time	5,000	-	-	-	-
Tuition		-	4,863	5,592	6,431	-
Total Expenses		75,150	29,863	31,847	33,994	-
<b>FISCAL YEAR</b>						
		13	14	15	16	17
<b>Returns</b>						
New Tuition Revenue						
Resident Tuition		\$4,885	20			
Non-Resident Tuition		\$16,424				
Annual Increase		15% Res/5% Non res				
4	# of Resident	20	60	80	120	160
	# of Non Resident	5	10	15	20	20
	# of International	5	5	5	10	20
Resident Tuition		97,704	337,079	516,854	891,573	1,367,079
Non-Resident Tuition		164,241	258,680	362,151	570,388	798,544
Sub total Tuition		261,945	595,758	879,006	1,461,962	2,165,623
5 Research						
Direct						
Indirect						
Subtotal Research						
Development						
Other						
Total Returns		261,945	595,758	879,006	1,461,962	2,165,623
Central Cash Return		261,945	595,758	879,006	1,461,962	2,165,623
Central Cash Balance		186,795	495,745	752,008	1,306,563	2,016,656

Notes and Comments:

Please add footnotes here to explain items as needed.

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. Include fringe.
- With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please note tuition needs to be added in the year the new GTA stipends are incurred.
- For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
- On tuition revenue from students, please indicate students as "total in the program" and not as "new, incoming, first year". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15).
- Calculate the estimated NEW research activity that the new program will generate, and its subsequent Indirect return. This may be based on new faculty additions or from research resources that would not otherwise have been available in the absence of the new program. This new revenue may necessarily show in Year 1, for example, but new grants will arrive in out years.
- Provide comparison data for program charges of similar degrees at other institutions in your budget explanation. Also provide a rationale for your program charge.
- Note that a budget explanation is part of the Phase 2 proposal process.

Initiative Planning Assessment Form External Needs



Title of Request: BS in Ecosystem Science and Sustainability

		FISCAL YEAR				
		13	14	15	16	17
<b>Expenses</b>						
<sup>1</sup> Faculty Salary	Base					
(list once per new)	One-time					
Admin. Pro. Salary	Base					
(list once per new)	One-Time					
Other Salary	Base					
(list once per new)	One-Time					
<sup>2</sup> GRA Salary	# New each year					
(list once per new)	Total Salary					
GRA Tuition Premiums	# New each year					
(list once per new)	Total Tuition					
GTA Positions	# New each year		1	2	1	
(list once per new)	Total Salary		25,000	52,500	27,563	
	Total Tuition		4,663	11,185	6,431	
<sup>3</sup> Operating	Base					
	One-Time					
Equipment	Base					
	One-Time					
Library Resources	Base					
	One-Time					
Facilities & Technology	Base					
	One-Time					
Other	Base					
	One-Time					
<b>Total Expenses</b>	Base	-	25,000	52,505	27,563	-
	One-Time	-	-	-	-	-
	Tuition	-	4,663	11,185	6,431	-
	<b>Total Expenses</b>	-	<b>29,663</b>	<b>63,690</b>	<b>33,994</b>	-
<b>Returns</b>						
New Tuition Revenue						
Resident Tuition	\$4,885	20				
Non-Resident Tuition	\$16,424					
Annual Increase	15% Res/5% Non res					
	# of Resident	20	60	80	120	160
	# of Non Resident	5	10	15	20	20
	# of International	5	5	5	10	20
Resident Tuition	97,704	337,079	516,854	891,573	1,367,079	
Non-Resident Tuition	164,241	258,680	382,151	570,388	799,544	
Sub total Tuition	261,945	595,758	879,006	1,461,962	2,166,623	
<sup>5</sup> Research						
Direct						
Indirect						
Subtotal Research						
Development						
Other						
<b>Total Returns</b>		261,945	595,758	879,006	1,461,962	2,166,623
Central Cash Return		261,945	595,758	879,006	1,461,962	2,166,623
Central Cash Balance		261,945	565,895	790,316	1,350,463	2,060,556

Notes and Comments:

Please add footnotes here to explain items as needed.

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. Include fringe.
- With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please note tuition needs to be added in the year the new GTA stipends are incurred.
- For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
- On tuition revenue from students, please indicate students as "total in the program" and not as "new, incoming, first year". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15).
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- Provide comparison data for program charges of similar degrees at other institutions in your budget explanation. Also provide a rationale for your program charge.
- Note that a budget explanation is part of the Phase 2 proposal process.

## Appendix I

### Proposed Curriculum for B.S. in Ecosystem Science and Sustainability

The full curriculum is listed at the end of this document; the table below diagrams the distribution of courses among the domains of ecosystem/biophysical, social, quantitative, and integrative foci.

Ecosystem/biophysical focus	Social focus	Quantitative focus
Choice of: NR 120 Environmental Conservation, or GES101 Foundations of Environmental Sustainability	CO 150 College Composition	Choice of: CS 110 Personal Computing; BUS 150 Business Computing Concepts and Applications; or AGRI 140 Technology in Agriculture
Choice of: BZ 110/111 Principles of Animal Biology/Lab & BZ 120 Principles of Plant Biology or Life 102 Attributes of Living Systems & Life 103 Biology of Organisms	NRRT 262 Prin. of Environmental Communication	ESS 130 System Theory and Information Management
Choice of: CHEM107/108 Fundamental Chemistry/Lab or Chem111/112 General Chemistry I	NRRT 362 Environmental Conflict Management	Choice of: MATH 155 Calculus for Biological Scientists I; or MATH 160 Calculus Physical Scientists I
Choice of: PH 121 General Physics or PH 141 Physics for Scientists and Engineers	NRRT 381 Ecosystem Services and Human Wellbeing	ESS 330 Quantitative Reasoning
Choice of: ESS 200 Foundations of Ecosystem Science or Life 320 Ecology	Choice of: AREC/ECON 202 Principles of Microeconomics; POLS103 State/Local Gov't; or ANTH100 Anthropology	NR 322 Introduction to GIS
GR 210 Physical Geography	Choice of: POLS323 International Relations or ANTH200 Cultures and the Global System	NR 323 Remote Sensing
Choice of: GEOL 120 Physical Geology; GEOL 122 Geology of Our Environment; or GEOL 24 Geology of Natural Resources	Choice of HORT/SOCR 171 Environmental Issues in Agriculture or AGRI270 World Interdependence –Population & Food	Choice of: STAT301 Introduction to Statistical Methods or STAT307 Introduction to Biostatistics
SOCR 240 Introduction to Soil Science	AUCC 3B (foreign language recommended)	
NR 220 Natural Resource Ecology and Measurements	AUCC 3D (historical perspectives)	
ESS 320 Ecosystem Ecology	Pick list options for Sustainability courses	
Pick list options for Ecology/Earth Science courses		
<b>Integration</b>		
	GES 101 Foundations of Environmental Sustainability	
	NR 120 Environmental Conservation	
	GR 342 Geography Water Resources	
	ESS 400 Sustainability and Ecosystem Science	
	ESS 420 Ecosystem Practicum	
	ESS 430 Earth Systems Ecology	
	ESS 440 Practicing Sustainability	

**B.S. in Ecosystem Science and Sustainability (10/4/11)**

Course	Title	Cr	AUCC
<b>FRESHMAN</b>			
GES 101	Foundations of Environmental Sustainability	3	3A
	OR		
NR 120	Environmental Conservation		3A
	<i>Select one set of courses from the following:</i>		
Life 102	Attributes of Living Systems	4	3A
Life 103	Biology of Organisms – Animals and Plants	4	
	OR		
BZ 110	Principles of Animal Biology	3	3A
BZ 111	Principles of Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
	<i>Select one set of the following Chemistry courses:</i>		
CHEM 107	Fundamentals of Chemistry	4	3A
CHEM 108	Fundamentals of Chemistry Lab	1	3A
	OR		
CHEM 111	General Chemistry I	4	3A
CHEM 112	General Chemistry Laboratory	1	3A
MATH 155	Calculus for Biological Scientists I	4	1B
	OR		
MATH 160	Calculus for Physical Scientists I	4	1B
CO 150	College Composition	3	1A
ESS 130	Systems Theory and Information Management	1	
	<i>Select one of the following courses:</i>		
CS 110	Personal Computing	3	
	OR		
BUS 150	Business Computing Concepts and Applications	3	
	OR		
AGRI 140	Technology in Agriculture	3	
Arts and Humanities		3	3B
<b>Freshman Total</b>		<b>30-31</b>	
<b>SOPHOMORE</b>			
	<i>Select one of the following sets of Physics courses</i>		
PH 121	General Physics I	5	3A
	OR		
PH 141	Physics for Scientists and Engineers	4	3A
ESS 200	Foundations of Ecosystem Science	3	
GEOL 120	Physical Geology	3	
	OR		
GEOL 122	Geology of Our Environment	3	
	OR		
GEOL 124	Geology of Natural Resources	3	
	OR		
SOCR 240	Introduction of Soil Science	4	
GR 210	Physical Geography	3	
STAT 301	Introduction to Statistical Methods	3	
	OR		
STAT 307	Introduction to Biostatistics	3	

<b>SOPHOMORE (continued)</b>			
NRRT 262	Principles of Environmental Communication	3	
<i>Select one of the following courses:</i>			
AREC/ECON 202	Principles of Microeconomics	3	3C
	OR		
POLS 103	State and Local Government and Politics	3	3C
	OR		
ANTH 100	Introductory Cultural Anthropology	3	3C
<i>Select one of the following courses:</i>			
POLS 232	International Relations	3	3E
	OR		
ANTH 200	Cultures and the Global System	3	3E
	OR		
HORT/SOCR 171	Environmental Issues in Agriculture	3	3E
	OR		
AGRI 270	World Interdependence-Population and Food	3	3E
Arts and Humanities		3	3B
Open Electives		0-2	
<b>Sophomore Total</b>		<b>30</b>	

<b>SUMMER</b>			
NR 220	Natural Resources Ecology and Measurements (Pingree Park)	5	
	<b>Summer</b>	<b>5</b>	
<b>Total</b>			

<b>JUNIOR</b>			
GR 342	Geography of Water Resources	3	
NR 322	Introduction to Geographic Information Systems	4	
NR 323	Remote Sensing of Natural Resources	3	
ESS 320	Ecosystem Ecology	3	
ESS 330	Quantitative Reasoning	3	
<i>Select one of the following courses:</i>			
NRRT 333	Human Dimensions of Natural Resources	3	
	OR		
NRRT 381	Ecosystem Services and Human Wellbeing	3	
<i>Select one of the following courses:</i>			
CO 301B	Writing in the Disciplines - Sciences	3	2
	OR		
CO 301C	Writing in the Disciplines – Social Sciences	3	2
	OR		
JT 300	Professional Technical Communication	3	2
Historical Perspectives		3	3D
Junior/Senior Pick List		6	
<b>Junior Total</b>		<b>31</b>	

<b>SENIOR</b>			
ESS 400	Sustainability and Ecosystem Science	3	4A (proposed)
ESS 420	Ecosystem Practicum	3	
ESS 430	Earth Systems Ecology	3	4B (proposed)
ESS 440	Practicing Sustainability	4	4C (proposed)
Junior/Senior Pick-list		9	
Open electives		1-2	
<b>Senior Total</b>		<b>23-24</b>	
<b>Program Total</b>		<b>120</b>	

## Pick list for the BS in Ecosystem Science and Sustainability

### Ecology

BSPM 302 Applied and General Entomology  
BSPM 308 Ecology and Management of Weeds  
BSPM 361 Elements of Plant Pathology  
BSPM 365 Integrated Tree Management  
BSPM 451 Integrated Pest Management  
BZ 440 Plant Physiology  
BZ 441 Plant Physiology Laboratory  
BZ 450 Plant Ecology\* (prereq BZ 223 or BZ 325)  
BZ 471 Stream Biology and Ecology  
BZ 472 Stream Biology and Ecology Laboratory  
BZ 474 Limnology  
F 311 Forest Ecology  
F 324 Fire Effects and Adaptations  
FW 204 Introduction to Fishery Biology  
FW 260 Principles of Wildlife Management  
FW 300 Ichthyology  
FW 375 Field Wildlife Studies  
FW 400 Conservation of Fish in Aquatic Ecosystems\* (prereq FW 300)  
FW 477 Habitat for Wildlife\* (prereq FW 260)  
LAND 444 Ecology of Landscapes\* (prereq LAND 360)  
NR 300 Biological Diversity  
NR 326 Forest Vegetation Management  
NR 421 Natural Resources Sampling  
RS 300 Rangeland Conservation and Stewardship  
RS 331 Wildland Plants and Plant Communities  
RS 351 Wildland Ecosystems in a Changing World  
RS 400 Rangeland Improvements\* (prereq RS 300 or SOCR320)  
RS 432 Rangeland Measurements and Monitoring\* (prereq RS 300)  
RS 452 Rangeland Herbivore Ecology and Management\* (prereq RS 300)  
RS 471 Rangeland Planning and Grazing Management\* (prereq RS 300)  
RS 478 Restoration Ecology  
SOCR 341 Soil Ecology (only 1 credit now but may be expanded)  
SOCR 4xx Soil and Global Change (proposed)  
SOCR 420 Crop and Soil Management Systems I\* (prereq SOCR 100)  
SOCR 420 Crop and Soil Management Systems II\* (prereq SOCR 100)  
SOCR 442 Forest and Range Soils  
SOCR 455 Soil Microbiology

\* Additional prerequisites required beyond those included in the DESS curriculum.

SOCR 456 Soil Microbiology Laboratory

### Earth Sciences

ATS350/351 Intro to Weather and Climate  
GEOL 454 Geomorphology (*may have enrollment capacity issues*)  
NR 422 GIS Applications in Natural Resource Management  
SOCR322 Principles of Microclimatology  
SOCR470/471 Soil Physics  
WR 304 Principles of Watershed Management  
WR416 Land Use Hydrology  
WR 417 Watershed Measurements\* (coreq WR 416)  
WR 418 Land Use and Water Quality\* (prereq WR416)  
WR 419 Water Quality Laboratory for Wildland Managers\* (coreq WR 418)  
WR 474 Snow Hydrology

### Sustainability

ANTH 329 Cultural Change  
ANTH 330 Human Ecology\* (prereq ANTH 100)  
AREC/ECON 340 Introduction to Economics of Natural Resources  
ECON 344 Economics of Energy Resources  
F 322 Economics of the Forest Environment  
NRRT 231 Principles-Parks/Protected Area Management  
NRRT 270 Principles of Natural Resource Tourism  
NRRT 320 International Issues-Recreation and Tourism  
NRRT 330 Human Dimensions of Natural Resource Management  
NRRT 360 Group Decision Making  
NRRT 361 Natural Resources and the Media  
NRRT 362 Environmental Conflict Management  
NR 400 Public Relations in Natural Resources\* (prereq NR 320)  
NR 420 Integrated Ecosystem Management\* (prereq NR 320, senior standing)  
NR 425 Policy and Sustainability  
POLS 362 Global Environmental Politics\* (prereq POLS 232 or 241)  
RS 470 Rangeland Economics and Analysis\* (prereq RS 300)  
SOC 320 Populations, NR, and the Environment\* (prereq Soc 101 or 105)  
SOC 461 Sociology of Water Resources

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

**MATTERS FOR ACTION:**

Bachelor of Science in Marketing

**RECOMMENDED ACTION:**

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

**EXPLANATION:**

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

CSU-Global Campus is proposing a Bachelor of Science in Marketing degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The B.S. in Marketing program is designed to provide beginning students the exposure to the many facets of marketing: development, advertisement, distribution, and sale of products and services. The program focuses the learner on the management and use of research, planning, analysis, consumer communication, business relations, and decision-making techniques as used by marketing managers and directors through effective corporate communication channels. Additionally, the student is exposed to current issues and trends such as electronic and integrated marketing. Theory, techniques, and applications will be applied to the problems, issues, and solutions involving product strategy, pricing, distribution, promotion, and marketing research from both national and international perspectives. Finally, students will apply course content from across the discipline for an integrated approach.

There are only 13 institutions currently providing online programs in marketing or a related field of study. Overall growth for this field is considered average at 13% by the U.S. Bureau of Labor Statistics. CSU-Global is prepared to meet this demand with a bachelor's degree completion program (30 semester hours of credit). This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Information Technology, and Organizational Leadership.



**Colorado State University**  
**GLOBAL CAMPUS**

**Program Title:** Bachelor of Science in Marketing

**Degree Type:** Undergraduate

**Recommended CIP Code:** 52.1101

**Overview of Program:**

Colorado State University-Global Campus (CSU-Global) is proposing a Bachelor of Science in Marketing (BSM) program designed to provide beginning students the exposure to the many facets of marketing including development, advertisement, distribution, and sale of products and services. The program focuses the learner on the management and use of research, planning, analysis, consumer communication, business relations, and decision-making techniques through effective corporate communication channels as used by marketing managers and directors. Additionally, the student is exposed to current issues and trends such as electronic and integrated marketing. Theory, techniques, and applications will be applied to the problems, issues, and solutions involving product strategy, pricing, distribution, promotion, and marketing research from both national and international perspectives. Finally, students will apply course content from across the discipline for an integrated approach.

There are only 13 institutions currently providing online programs in marketing or a related field of study. Overall growth for this field is considered average at 13% by the U.S. Bureau of Labor Statistics. CSU-Global is prepared to meet this demand with a bachelor's degree completion program (30 semester hours of credit). The degree will have an option for a specialization to expand a student's knowledge in relevant areas like Strategic Communication, Business Administration, Finance, Foundations of Accounting, Organizational Leadership, and Public and Non-Profit Management.

**Mission Appropriateness:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a Bachelor of Science in Marketing will allow it to continue its affordable cost, accessibility, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering marketing programs.

**Evidence of Need:**

Industry demand for the Bachelor of Science in Marketing degree program has been evaluated through CSU-Global's contracted market research and through industry career growth projections. Demand projections and market research are listed below:



- Growth in this area includes sales managers, marketing managers, and public relations managers (BLS, 2009)
- Median earning in 2008 for marketing managers was \$97,260 (BLS, 2009)
- U.S. Dept. of Labor predicts that employment growth in advertising, marketing, promotions, public relations, and sales managers will increase 13% by 2018 with growth of sales managers projected at 15% (U.S. Dept. of Labor, 2009)
- Overall jobs will increase from 623,800 in 2008 to over 700,000 in 2018 (BLS, 2009)
- As the impact of traditional advertising wanes, the role of corporate communications will increase with the need to create new strategies (BLS, 2009)

**Evidence of Student Demand:**

Student demand for the Bachelor of Science in Marketing degree is demonstrated through the number of undergraduate marketing degrees conferred in the United States and through the volume of Google search impressions per month for undergraduate marketing programs as listed below:

- Google search impressions for marketing average 113,180 monthly (proprietary market research, 2011)
- Degree production has had small but positive increases since 2008 (NCES, 2008-2009)
- In 2009, there were over 35,000 marketing-related degrees conferred
- Estimated graduates based on top 15 producers is between 237-498 per year

**CSU System Positioning:**

Within the CSU System there is currently exists no baccalaureate level programs exclusively oriented toward marketing education. Both CSU-Fort Collins and CSU-Pueblo offer a B.S. in Business Administration degree program with a marketing concentration, but these programs are focused on management and administration and are not offered online. Additionally, the B.S. in Marketing program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

**Similar Programs in State and Region:**

See Addendum A

**Student Population in Five Years and Profile:**

<b>Table 1: Enrollment Projections – B.S. in Marketing</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Student Headcount	125	175	245	371	519	1,435
FTE	76	105	147	222	311	861
Graduates	5	25	35	49	74	188

**CSU-Global’s Undergraduate Admissions Requirements:**

Applicants interested in pursuing a degree or certificate of completion at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended. Students may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed a minimum of 13 transferable semester hours of credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment. Colorado law requires an assessment of college-level and high school performance for applicants who graduated from high school (or equivalent) after Spring 2008 or have fewer than 30 transferable semester hours of credit at the time of application. High School transcripts may be required.

### **Curriculum and Program Outcomes:**

Students completing the Bachelor of Science in Marketing from CSU-Global will:

- Apply current theory in the field of marketing, especially in terms of understanding buyer behavior, defining target markets, identifying and evaluating market segments, and in demonstrating knowledge about elements of the marketing mix.
- Explain the impact of global competition, market forces and other external factors on the success and failure of specific marketing programs.
- Use market research tools and procedures to estimate market potential, conduct exploratory and descriptive research, forecast demand, and communicate research findings effectively, both orally and in appropriate written forms.
- Demonstrate working knowledge of technological and global developments that are changing the scope of the marketing discipline.
- Incorporate and implement new technologies as part of an overall integrated marketing communication.
- Demonstrate analytical and critical-thinking skills with direct application to business/marketing environments.
- Determine appropriate communication techniques for both internal corporate and external consumer audiences.

Bachelor of Science in Marketing major coursework listed in order of completion (10 three-credit courses):

1. **ORG300 Applying Leadership Principles:** This required first course for all majors (undergraduate level) provides an overview of leadership basics. In the context of studying at CSU-Global Campus, students will develop strategies for success in the online learning environment.
2. **MKG310 Introduction to Marketing:** The purpose of this course is to provide the student with a general introduction to marketing principles and policies. Course units include marketing functions; price policies and controls; distribution channels, merchandising, and market research; competitive practices and government regulations; product development; and integration of marketing with technology, a basic understanding of the 4Ps (product, place, price, promotion), and current issues.
3. **MKG330 Consumer Behavior:** This course prepares students to analyze consumer purchasing behavior as it relates to development of marketing mix programs. Important considerations include economic, psychological, cultural, cognitive, and social factors (Prerequisite: MKG310 or equivalent).
4. **MKG350 Advertising and Public Relations:** This course introduces the field of advertising and public relations. Topics include media relations; media buying; determining appropriate media; promotions; public relations and publicity development tools; methods for improving customer satisfaction; relationship-building strategies; and ethics in advertising and public relations.

5. **MKG360 Personal Selling and Sales Management:** This course addresses the complex and demanding responsibilities of sales management and training. Topics include forecasting; territory management; understanding customer expectations and buyer behavior; gathering feedback; communicating; budgeting; relating sales to marketing goals; and developing a CRM (customer relationship management) model. Additionally, the basics of sales from pre-prospecting through the purchase and follow-up steps are reviewed (Prerequisite: MKG330).
6. **MKG400 International and Multi-Cultural Marketing:** This course provides a conceptual framework for marketing internationally. Students explore development of international marketing programs as well as the various macro-environmental factors that affect decision making in an international setting. Additionally, a multicultural view of marketing will look at differences across diverse consumer segments to influence future consumption.
7. **MKG410 Retail Marketing/Management:** This course provides a study of the principles and function of retailing and retail management. The course features analysis of various fundamental problems in retailing, location, and layout; merchandise planning; buying and selling organizations; expense analysis and control; and coordination of store activities. Additionally, this course provides a basic understanding of incorporating electronic marketing of goods/services such as strategies for using internet to leverage marketing mix (product, price, place, promotion) and current practices of mobile commerce (i.e. social media).
8. **MKG440 Strategic Marketing:** This course provides both the theoretical study and hands-on practice of marketing strategy. Students will learn the most advanced marketing theories and various new opinions in the marketing field using an integrated approach applying skills developed in prior courses. To formulate appropriate sales and marketing decisions, students consider factors affecting consumer behavior and buying patterns; identify marketing variables; develop and use marketing strategies and sales techniques; and discuss international marketing issues from an integrated marketing communications perspective.
9. **MKG470 Market Research:** This course provides students with the knowledge and skills to understand research and to apply best practices based on research to the marketing profession from both a consumer and a creator perspective.
10. **MKG480 Capstone – Marketing Strategy and Execution:** This capstone course allows students to put into practice the key skills they have learned that address the need to understand more than just traditional marketing principles, as well as help explain how trends develop and how to design effective, long-range marketing strategies that meet the demands of today's dynamic consumer environment. Students explore marketing trends, marketing management decision making, consumer attitudes, niche marketing, advertising strategies, distribution channels, and the use and misuse of various marketing media by developing a company analysis and a strategic short and long term plan. (prerequisite: Successful completion of all major coursework)

#### **Faculty Resources – Current and Required:**

CSU-Global Campus currently has 17 program-specific marketing faculty members under contract who have terminal degrees and relevant industry experience. Additionally, the CSU-Global Campus employs over 40 qualified faculty members who deliver undergraduate general education required courses. Faculty members have been identified for curriculum development and course instruction for the Marketing program.

CSU-Global promotes support and professional development of all faculty members. CSU-Global provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

**Library Resources:**

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. To accommodate students and faculty members, the online library is open 24/7. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials & videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and open sessions)

Additionally, the CSU-Global library provides access to electronic databases specific to the B.S. in Marketing degree program. These include:

- ABI/INFORM Dateline (ProQuest) - Business
- ABI/INFORM Global (ProQuest) - Business
- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary
- Bizjournals.com (Free) - Business
- Books 24x7 - Business /IT ebooks
- Business Source Premier (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases - Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/ Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Regional Business News (EBSCO) - Business
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Bachelor of Science in Marketing program.

**Facilities, Equipment, and Technology – Current and Required:**

As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and Blackboard serves as CSU-Global’s delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign
- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Wimba software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.

CSU-Global Campus also provides 24/7 live tutoring access; technical support; library database and support access; career center information; student skills workshops; student catalog and updates; and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global Campus uses two cycles of assessment Waypoint software to store data and rubrics that are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based assessment tool designed to manage quality improvement processes.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the BSM program.

**Budget Summary:**

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

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the eight new core courses for the program is \$6,000 for a total cost of \$42,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$42,000 investment with the completion of approximately 70 enrollments in major courses.

<b>Table 2: Financial Projections – B.S. in Marketing</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Gross Revenue	\$1,312,500	\$1,837,500	\$2,572,500	\$3,895,500	\$5,449,500	\$15,067,500
Total Costs	\$690,553	\$876,180	\$1,226,652	\$1,879,802	\$2,598,181	\$7,271,367
Net Income	\$621,947	\$961,320	\$1,345,848	\$2,015,698	\$2,851,319	\$7,796,133

Projected Launch: Fall 2013

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

**MATTERS FOR ACTION:**

Bachelor of Science in Project Management

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Project Management.

**EXPLANATION:**

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

CSU-Global Campus is proposing a B.S. in Project Management degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Bachelor of Science in Project Management program is designed to provide students with the opportunity to analyze and apply theories and concepts associated with organizations where resources are limited and time is critical. Learners will focus on the management of contracts and asset procurement. Additionally, students will apply management of risk, project control, project monitoring, and earned value methods as well as assess the costs and benefits of total quality management. Finally, students will examine and apply the soft skills associated with leadership, communication, and team building.

There are currently only 11 online bachelor's degree project management programs for project management in the United States; all offered through private or proprietary institutions. This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Information Technology, and Organizational Leadership.



**Colorado State University**  
**GLOBAL CAMPUS**

**Program Title: Bachelor of Science in Project Management**

**Degree Type:** Undergraduate

**Recommended CIP Code:** 52.0211

**Overview of Program:**

Colorado State University-Global Campus (CSU-Global) is proposing a Bachelor of Science in Project Management (BSPJM) program designed to provide students with the opportunity to analyze and apply theories and concepts associated with organizations where resources are limited and time is critical. Learners will focus on the management of contracts and asset procurement. Additionally, students will apply management of risk, project control, project monitoring, earned value methods, and assess the costs and benefits of total quality management. Finally, students will examine and apply the soft skills associated with leadership, communication, and team building.

There are currently only 11 online bachelor's degree project management programs for project management in the United States; all offered through private or proprietary institutions. The degree program will include an option for a specialization to expand knowledge in relevant areas like Strategic Communication, Business Administration, Finance, Accounting, Organizational Leadership, and Public and Non-Profit Management.

**Mission Appropriateness:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide Project Management education will allow it to continue its affordable cost, accessibility, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering project management programs.

**Evidence of Need:**

Industry demand for the Bachelor of Science in Project Management (BSPJM) degree program has been evaluated through CSU-Global Campus contracted market research and through industry career growth projections. Demand projections and market research are listed below:

- Globally, it is estimated there will be 1.2 million project management positions by 2016 (PMI, 2010)
- Growth areas for project managers include energy and infrastructure, information technology, and healthcare (PMI, 2010)
- Project-oriented positions employ approximately 7.8 million people in the U.S. (PMI, 2006)
- Twenty percent of the World's GDP is being spent on project-based work (PMI, 2010)

- Project management professionals were identified as the single most important management job category in 2008 (Global Executive Survey, 2008)

**Evidence of Student Demand:**

Student demand for the Bachelor of Science in Project Management degree is demonstrated through the number of undergraduate project management degrees conferred in the United States and through the volume of Google search impressions per month for undergraduate project management programs.

- Project management related searches through Google search are approximately 47,000 monthly (market research, 2011)
- Estimates show the number of yearly project management graduates will range from 61-414 students based on the top 15 producers (market research, 2011)
- Undergraduate degrees in project management conferred in 2009 were 382 (market research, 2011)

**CSU System Positioning:**

Within the CSU System there are currently no baccalaureate level programs exclusively oriented toward project management. CSU-Global’s online program therefore has sufficient market differentiation from the current System offerings. Additionally, the B.S. in Project Management program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

**Similar Programs in State and Region:**

See Addendum A

**Student Population in Five Years and Profile:**

<b>Table 1: Enrollment Projections - B.S. in Project Management</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Student Headcount	100	130	169	219	284	902
FTE	60	78	101	131	170	540
Graduates	5	22	34	44	57	162

**CSU-Global’s Undergraduate Admissions Requirements:**

Applicants interested in pursuing a degree or certificate of completion at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended. Students may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed a minimum of 13 transferable semester hours of credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.



After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment. Colorado law requires an assessment of college-level and high school performance for applicants who graduated from high school (or equivalent) after Spring 2008 or have fewer than 30 transferable semester hours of credit at the time of application. High School transcripts may be required.

### **Curriculum and Program Outcomes:**

Students completing the Bachelor of Science in Project Management from CSU-Global will be able to:

- Apply knowledge of project leadership theories/practical application in organizations
- Apply effective written communication and research skills
- Examination of management control, monitoring, and value methods
- Demonstrate critical thinking skills for effective analysis in decision making
- Assess costs, risks, and benefits of total quality management

Bachelor of Science in Project Management major coursework listed in order of completion (10 three-credit courses):

1. **ORG300 Applying Leadership Principles:** This required first course for all majors (undergraduate level) provides an overview of leadership basics. In the context of studying at CSU-Global Campus, students will develop strategies for success in the online learning environment.
2. **PJM310 Introduction to Project Management:** This course provides the student with a high-level overview of project management. Student will cover project management techniques such as project selection, management, organization, planning, conflict, negotiation, budgeting, scheduling, control of the project, and termination of the project.
3. **MGT300 Principles of Management:** This course examines the basic functions of management including planning, organizing, leading, staffing, and controlling and how they can be utilized to strengthen management, employee, and organizational performance.
4. **PJM330 Effective Project Scheduling and Control:** This course provides students with the opportunity to explore and understand the effectiveness of project scheduling. Projects are all unique and of short duration. Students will learn approaches to scheduling and control with an emphasis on those skills that are critical to the project manager. Students will have the opportunity to act as the project manager to schedule projects, monitor project progress, identify variances from the project plan, and recommend corrective actions to maintain time and reach the project goals (Prerequisite: PJM310).
5. **PJM380 Project Management Tools:** This course introduces the use of project management software to facilitate effective planning, organizing, monitoring, controlling, and implementing of projects. Students learn and use current project management software in a simulated case-study setting (Prerequisite: PJM330).
6. **PJM400 Project Procurement and Contract Management:** This course examines the necessity of managing resources on a project to ensure its success. A critical component is obtaining the appropriate resources from external and internal vendors, which is the responsibility of the project manager. Students will learn the process of acquiring external resources through the vendors and the legal requirements associated with contracts. Students will have an opportunity to study the best practices regarding contract management and purchasing within a project management environment (Prerequisite: PJM310).
7. **PJM410 Assessing and Managing Risk:** This course explores the concept of risk, the impact of risk to a project, and how to successfully manage risk within a project. Risk is ever present in all organizations and projects. The techniques for dealing with risk can assist the project manager in minimizing the impact of unanticipated events and ensure a successful project. Students will review the processes concerned with identifying and minimizing risk. Students will be exposed to such subjects as risk management planning, risk identification, risk analysis, responses to risk, risk monitoring, and risk control (Prerequisite: PJM310).

8. **PJM440 Total Quality Management:** This course introduces the concepts and benefits of Total Quality Management (TQM) in a project management situation. Total Quality Management is a systematic approach embedded in a customer centric organization that involves all employees in continuous improvement in all aspects of the organization. Students study TQM strategy, TQM data capture, and effective communication techniques used to integrate the quality principles into the culture and activities of the organization.
9. **PJM460 Project Leadership:** This course focuses on why project leadership is a necessity to ensure the continued success and completion of a project. One project team member has a responsibility to communicate with the entire team and becomes a link in the communication chain. This is critical in an era of virtual teams, specialized functions, and organizations that survive by being nimble. Students will explore techniques and skills that promote success in dealing with personnel in the project management environment. Although sometimes referred to as “soft skills,” project success often hinges on the degree to which the project leader can create and sustain team unity and minimize the inherent risk of conflict within the team while maintaining open lines of communication (Prerequisite: PJM330).
10. **PJM480 Project Management Capstone:** The capstone course allows students to develop a project plan for a business of choice. Students will develop project goals, objectives, and scope in relationship to budget, schedule, and resources in order to propose a project and an implementation plan. The proposed plan must address strategies for overcoming challenges, including a risk management plan, ethics plan, and leadership strategy. Students will utilize skills gained throughout the program to demonstrate the ability to thoroughly plan a project. (Prerequisite: Successful completion of all major coursework).

#### **Faculty Resources – Current and Required:**

CSU-Global Campus currently has seven program-specific project management faculty members under contract who have terminal degrees, Project Management Professional (PMP) certifications, and relevant industry experience. Additionally, CSU-Global Campus faculty includes over 20 qualified faculty members who deliver related coursework and would be able to support elements of the program. Faculty members have been identified for curriculum development and course instruction for the Project Management program.

CSU-Global promotes support and professional development of all faculty members. CSU-Global provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

#### **Library Resources:**

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. To accommodate students and faculty members, the online library is open 24/7. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials and videos
- Tools for effective writing, online learning, and time management

- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and library open sessions)

Additionally, the CSU-Global Campus library provides access to electronic databases specific to the B.S. in Project Management degree program. These include:

- ABI/INFORM Dateline (ProQuest) - Business
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- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary
- Bizjournals.com (Free) - Business
- Books 24x7 - Business /IT ebooks
- Business Source Premier (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free –Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases – Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/ Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Regional Business News (EBSCO) - Business
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Bachelor of Science in Project Management program.

**Facilities, Equipment, and Technology – Current and Required:**

As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and serves as CSU-Global’s delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign

- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Wimba software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.

CSU-Global Campus also provides 24/7 live tutoring access; technical support; library database and support access; career center information; student skills workshops; student catalog and updates; and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global Campus uses two cycles of assessment Waypoint software to store data and rubrics that are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based assessment tool designed to manage quality improvement processes.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the BSPJM program.

**Budget Summary:**

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

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the eight new core courses for the program is \$6,000 for a total cost of \$42,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$42,000 investment with the completion of approximately 70 enrollments in major courses.

<b>Table 2: Financial Projections – B.S. in Project Management</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Gross Revenue	\$1,050,000	\$1,365,000	\$1,774,500	\$2,299,500	\$2,982,000	\$9,471,000
Total Costs	\$580,318	\$642,912	\$835,786	\$1,082,459	\$1,403,915	\$4,545,390
Net Income	\$469,682	\$722,088	\$938,714	\$1,217,041	\$1,578,085	\$4,925,610

Projected Launch: Fall 2013

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

**MATTERS FOR ACTION:**

Bachelor of Science in Human Services

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Human Services.

**EXPLANATION:**

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

CSU-Global Campus is proposing a Bachelor of Science in Human Services degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The B.S. in Human Services program is an interdisciplinary major discipline that provides an introduction to human service programs designed to meet community and social welfare needs among varied populations. The degree will prepare students for a variety of human service careers in individual, family, group, organization, and community settings. Students will be provided with the opportunity to think critically while they learn to help people cope with personal challenges. Students will gain abilities in program implementation, client interviewing, data gathering, counseling, consulting, and case management. Upon completion of the degree, students will have the knowledge and skills necessary to work in a range of human service settings in both the private and public sector. Students may also consider graduate study in social work, counseling, criminology, psychology, or sociology.

Overall growth in this field is considered high with an expected increase from 2008 to 2018 in the following job areas: probation officers (19%), social workers (16%), and counselors (18%). CSU-Global is prepared to meet this demand with a bachelor's degree completion program (45 semester hours of credit). There are currently only 15 other higher education institutions offering similar programs nationwide. This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Criminology, and Organizational Leadership.



**Colorado State University**  
**GLOBAL CAMPUS**

**Program Title:** Bachelor of Science in Human Services

**Degree Type:** Undergraduate

**Recommended CIP Code:** 44.0000

**Overview of Program:**

Colorado State University-Global Campus (CSU-Global) is proposing a Bachelor of Science in Human Services (BSHS) program. BSHS is an interdisciplinary major discipline that provides an introduction to human service programs designed to meet community and social welfare needs among varied populations. The degree will prepare students for a variety of human service careers in individual, family, group, organization, and community settings. Students will be provided with the opportunity to think critically while they learn to help people cope with personal challenges. Students will gain abilities in program implementation, client interviewing, data gathering, counseling, consulting, and case management. Upon completion of the degree, students will have the knowledge and skills necessary to work in a range of human service settings in both the private and public sector. Students may also consider graduate study in social work, counseling, criminology, psychology, or sociology.

Overall growth in this field is considered high with an expected increase from 2008 to 2018 in the following job areas: probation officers (19%), social workers (16%), and counselors (18%). CSU-Global is prepared to meet this demand with a bachelor's degree completion program. There are currently only 15 other higher education institutions offering similar programs nationwide. This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Criminology, and Organizational Leadership.

**Mission Appropriateness:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a degree program in Human Services will allow it to continue its affordable cost, accessibility, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering human services programs.

**Evidence of Need:**

Industry demand for the Bachelor of Science in Human Services degree program has been evaluated through a CSU-Global Campus sponsored market research firm and through national industry career growth projections. Demand projections and market research are listed below.

U.S. Department of Labor (2008) projects growth in human services as faster than the average through 2018. Career areas and salary ranges where human services education is relevant includes:

- Probation officers: 19% growth with average pay of \$45,910
- Corrections officers: 9% growth with average pay of \$38,380
- Eligibility interviewers (case workers): 9% growth with average pay of \$39,310
- Social workers: 16% growth with average pay of \$39,530
- Counselors (requires additional graduate study): 18% growth with average pay of \$51,050

**Evidence of Student Demand:**

Student demand for the Bachelor of Science in Human Services degree is demonstrated through the number of undergraduate human services degrees annually conferred in the United States and through the volume of Google search impressions per month for undergraduate human services programs. These indicators are noted below:

- Google search volume impressions per month: 71,540 (market research, 2011)
- 3,601 degrees conferred in 2009, positive growth (market research, 2011)

**CSU System Positioning:**

Within the CSU System, there are currently no baccalaureate level programs exclusively oriented toward Human Services education. CSU in Fort Collins has a Human Development and Family Studies degree program and both CSU in Fort Collins and CSU-Pueblo have the Bachelor of Social Work but these programs are more traditional in nature, have a specific focus area which makes these programs less of a generalist focus, and they are not offered online.

**Similar Programs in State and Region:**

See Addendum A

**Student Population in Five Years and Profile:**

<b>Table 1: Enrollment Projections – B.S. in Human Services</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Student Headcount	75	97	126	163	212	673
FTE	45	58	75	98	127	403
Graduates	4	20	24	32	42	122

**CSU-Global's Undergraduate Admissions Requirements:**

Applicants interested in pursuing a degree or certificate of completion at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended. Students may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed a minimum of 13 transferable semester hours of credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment. Colorado law requires an assessment of college-level and high school performance for applicants who graduated from high school (or equivalent) after Spring 2008 or have fewer than 30 transferable semester hours of credit at the time of application. High School transcripts may be required.

### **Curriculum and Program Outcomes:**

Students completing the Bachelor of Science in Human Services degree will:

- Demonstrate effective written communication and analytic skills
- Develop an understanding of the nature and purpose of human services generalist exploring the role and function of the human services worker in a variety of micro and macro settings
- Analyze the impact of diversity and culture in the human services
- Evaluate ethical, legal environment, and organizational influences in human services
- Develop intervention and practices skills in human services

Bachelor of Science in Human Services major coursework listed in order of completion (15 three-credit courses):

1. **ORG300 Applying Leadership Principles:** This required first course for all majors (undergraduate level) provides an overview of leadership basics. In the context of studying at CSU-Global Campus, students will develop strategies for success in the online learning environment.
2. **SOC301 Introduction to Social Problems:** This course critically examines major contemporary social problems from the perspectives of social institutions, culture, inequality, socioeconomic, racial and ethnic groups, special interest organizations, political and economic structures, and social policy. Students examine causes of social problems as well as the impact on specific populations. The causes explored include physical health, chemical dependency, crime, poverty, family, discrimination, and urban problems.
3. **SOC310 Race, Gender, and Ethnic Relations in the U.S:** Survey of the historical and current issues related to race, gender, and ethnic relations found in practices and policies. Review of judicial, political, and economic influences on organizational diversity management.
4. **PMG460 Community Development:** This course provides learners with an examination of the various facets of community resource development and management. Emphasis on planning and management strategies to guide non-profit organizations in community development projects, programs, and efforts.
5. **HSM300 Introduction to Human Services:** This course provides students with an overview of the human service field. The course provides an introduction to major theoretical models of human service delivery while exploring the roles and responsibilities of human service workers. Students will explore human service occupations, professional organizations, and community resources as well as ethical and legal issues.
6. **HSM320 Human Development:** This course explores theories and research in human development. Students will explore topics that include physical, language, intellectual, moral, personality, social, and emotional development as they relate to the human services professional.
7. **HSM350 Intervention Methods in Human Services:** This course is an introduction to the theories, principles, and skills of the generic helping process in human practice. Students learn how to engage a



client as well as assessment, intervention, and follow-up as applied to individuals, groups, and families (Prerequisite: HSM300).

8. **PMG370 Grant Writing:** This course explores federal, state, and private funding for human services programs with the emphasis on developing skills to secure funding for human service organizations. Students will learn to use various tools to research and identify possible funding sources for human service organizations. Students will develop essential skills to create grants and proposals for funding.
9. **HSM400 Crisis Intervention:** This course explores the assessment of diverse crisis situations with emphasis on the use of short-term intervention and problem-solving techniques to help individuals and families de-escalate crisis situations and develop appropriate coping techniques. Students will explore the skills, techniques, and uses of crisis intervention.
10. **HSM405 Case Management in Human Services:** This course covers principles, practices, and issues in case management. It emphasizes prevention and intervention strategies for cases in human services. Students will learn listening skills, planning, assessment of community resources, referral procedures, general crisis intervention, and setting appropriate boundaries in his/her role as a case manager. Students will learn essentials of case management and planning (Prerequisite: HSM350).
11. **HSM420 Legal and Ethical Issues in Human Services:** This course explores the legal and ethical issues facing human service practitioner. The roles, functions, and legal/ethical responsibilities of the human services workers, including the process of ethical decision making and awareness of the moral and legal complexities in the field of human services, are explored.
12. **HSM450 Human Services Administration:** This course introduces students to human service supervision and management. It is designed for the entry level supervisor or manager. The students will attain an entry level understanding of organizational management perspectives. Students will explore issues of staff supervision and oversight as well as administrative planning in a human service organization.
13. **HSM470 Evaluation of Research and Theory in Human Services:** Understand research related to degree area of study from both a consumer and a creator perspective.
14. **HSM475 Level I Practicum - Human Service-Strategy and Execution:** This three (3) credit course is to be taken directly prior to HSM480. In this preparatory course for the capstone project, students will propose a project that integrates theory into practice. See HSM480 for further course and project description. (Prerequisite: all major coursework except HSM480).
15. **HSM480 Level II Practicum and Capstone Project-Human Service Strategy and Execution:** This three (3) credit course is to be taken directly after HSM475. During this course, the student will perform a concentrated study of a human service organization. Students will propose a project that integrates theory into practice. The primary focus of the practicum and capstone is to gain practical experience working in a human service organization and to demonstrate the development and application of knowledge and skills in human services (Prerequisite: Successful completion of all major coursework).

#### **Faculty Resources – Current and Required:**

CSU-Global has four program-specific human services faculty members currently under contract who have both terminal degrees and relevant industry experience. Additionally, CSU-Global Campus employs over 20 qualified faculty members who deliver undergraduate coursework found in the Human Services program. Faculty members have been identified for curriculum development and course instruction for the Human Services program.

CSU-Global promotes support and professional development of all faculty members. CSU-Global provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

**Library Resources – Current and Required:**

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. To accommodate students and faculty members, the online library is open 24/7. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials and videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and library open sessions)

Additionally, the CSU-Global Campus library provides access to electronic databases specific to the B.S. in Human Services degree program. These include:

- Academic Search Premier (EBSCO) - Interdisciplinary
- Business Source Premier (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases -Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/ Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Human Services degree program.

**Facilities, Equipment, and Technology – Current and Required:**

As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and serves as [CSU-Global's](#) delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign
- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Wimba software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.

CSU-Global Campus also provides 24/7 live tutoring access; technical support; library database and support access; career center information; student skills workshops; student catalog and updates; and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global Campus uses two cycles of assessment Waypoint software to store data and rubrics that are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based tool designed to manage quality improvement processes.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the BSHS program.

**Budget Summary:**

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

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the 12 new core courses for the program is \$6,000 for a total cost of \$72,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$72,000 investment with the completion of approximately 120 enrollments in major courses.

<b>Table 2: Financial Projections – B.S. in Human Services</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Gross Revenue	\$787,500	\$1,018,500	\$1,323,000	\$1,711,500	\$2,226,000	\$7,066,500
Total Costs	\$470,082	\$479,283	\$623,044	\$805,427	\$1,048,527	\$3,426,363
Net Income	\$317,418	\$539,217	\$699,956	\$906,073	\$1,177,473	\$3,640,137

Projected Launch: Fall 2013

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

MATTERS FOR ACTION:  
Master of Finance

RECOMMENDED ACTION:  
Moved, that the Board of Governors approve the request from Colorado State University-  
Global Campus to approve the Master of Finance

EXPLANATION:

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

CSU-Global Campus is proposing a Master of Finance program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Master of Finance program is designed to develop leadership, international perspectives, and operational skills in finance by focusing on career development that incorporates state-of-art nontraditional and emerging electronic formats. This program is intended to enhance the knowledge, skills, and abilities of students interested in a career in finance, including as: financial managers, financial examiners, financial analyst and auditors, personal financial advisors, and accountants. This program provides a comprehensive curriculum vital for a finance career in the 21st century global economy. This proposed graduate-level program consists of eight (8) core courses and four (4) specialization courses (36 total semester hours of credit) required of all students.



**Colorado State University**  
**GLOBAL CAMPUS**

**Program Title: Master of Finance**

**Degree Type:** Graduate

**Recommended CIP Code:** 52.0801

**Overview of Program:**

Colorado State University-Global Campus (CSU-Global) is proposing a Master of Finance (MFin) program designed to develop leadership, international perspectives, and operational skills in finance by focusing on career development that incorporates state-of-art nontraditional and emerging electronic formats. This program is intended to enhance the knowledge, skills, and abilities of students interested in a career in one of the following areas of finance: financial management, financial examiners, financial analyst and auditors, personal financial advisors, and accountants. This graduate level program provides a comprehensive curriculum vital for a finance career in the 21st century global economy. This proposed program consists of eight (8) core courses and a four (4) course specialization (36 total semester hours of credit) required of all students within the degree program.

**Mission Appropriate:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a master's degree in Finance will allow it to continue its affordable cost, accessible, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering finance programs.

**Evidence of Need:**

Industry demand for the Master of Finance program has been evaluated through market research contracted by CSU-Global Campus and through industry career growth projections. Demand projections and market research are listed below:

- Approximately 3 out of 10 people are employed in the financial sector with 539,900 positions in the United States held by financial managers in 2008 (BLS, 2011)
- Accountants and auditors held about 1.3 million jobs in 2008 (BLS, 2011)
- Financial analysts held 250,600 jobs in 2008 (BLS, 2011)
- Personal financial advisors held 208,400 jobs in May 2008 (BLS, 2011)
- Employment of financial managers and financial related careers is expected to increase by 14.8 percent from 2008 to 2018 (BLS, 2011).

- Financial Examiners are among the fastest growing jobs, growing at an estimated 41% between 2008-2018 (Census Bureau Employment Projection Data, 2011)
- Financial Analyst and Auditors are among the largest job growth areas, growing at 21.7% between 2008-2018 (Census Bureau Employment Projection Data, 2011)
- Growth areas for persons are in the finance sector include budget and financial analysis, accountant and auditors, and personal financial advisors (BLS, 2011)
- Accounting services industry which includes auditing accounting records, designing accounting systems, preparing financial statements, developing budgets, and providing advice on matters related to accounting is expected to grow at an annual average rate of 2.6% in 2011-2016. The barrier to entry into this industry is considered low (market research, 2011)

**Evidence of Student Demand:**

Student demand for the Master of Finance degree is demonstrated through multiple projections including the number of graduate finance degrees conferred annually in the United States and through the volume of Google search impressions per month for graduate programs in finance. These indicators are noted below:

- Monthly Google searches for financial manager related positions are approximately 170,320 (market research, 2011)
- Yearly graduates from finance programs are estimated to range from 105-429 students per program based on the top 15 producers (market research, 2011)
- Finance degrees conferred in the U.S. were 5, 879 in 2009 (market research, 2011)

**CSU System Positioning:**

Within the CSU System, there is not currently a Master of Finance. CSU-Global’s online program therefore has sufficient market differentiation from the current System offerings. Additionally, the Master of Finance program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

**Similar Programs in State and Region:**

See Addendum A

**Student Population in Five Years and Profile:**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Student Headcount	150	210	294	411	575	1,640
FTE	90	126	176	246	345	983
Graduates	0	45	63	88	123	172

**CSU-Global’s Graduate Admissions Requirements:**

Applicants are eligible for admission into a graduate degree program if they have earned a bachelor's degree from a regionally accredited institution. An undergraduate GPA of 3.00 or better (on a 4.00 scale) is preferred.

Applicants interested in pursuing a degree or certificate of completion program at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must submit official transcripts from each postsecondary institution attended. Applicants may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

### **Curriculum and Program Outcomes:**

Students completing the Master of Finance degree from CSU-Global will:

- Demonstrate solid analytical and financial decision-making skills.
- Demonstrate the ability to adapt to changing global business environments including formulating financial strategies in the global marketplace.
- Demonstrate a solid foundation in ethical standards for financial decision makers and leaders in finance.
- Demonstrate knowledge and application of the theory and practice of managerial finance from a managerial perspective.
- Perform financial statement analysis and corporate valuation to make informed decisions.
- Analyze the roles and impacts of risk and uncertainty in decision making.
- Demonstrate skill in security analysis and portfolio management.
- Apply pricing and uses of standard derivative instruments.
- Present research and analysis in a logical and coherent manner in both oral and written communication.

Finance major coursework listed in order of completion (8 three-credit courses):

1. **ACT500 Managerial Accounting:** This course prepares students to apply accounting information for effective financial decision making in the strategic planning process.
2. **FIN500 Principles of Finance:** This course prepares students to apply foundational principles and theories of finance. Students will analyze financial statements and examine fiscal information for effective decision making in today's competitive environment.
3. **FIN505 Advance Math and Statistics:** The purpose of this course is to provide an understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. The candidate will also be given an introduction to financial instruments, including derivatives, and the concept of no-arbitrage as it relates to financial mathematics (Prerequisite: ACT500 and FIN500).
4. **FIN540 Investments:** This course is designed to acquaint students with the types of investment products, tools, and techniques that are available to help the individual investor meet his/her goals. The topics covered will include investment alternatives, organization and regulation of securities markets, securities valuation, and portfolio theory and management (Prerequisite: FIN505).
5. **FIN550 Financial Markets and Institutions:** This course presents an overview of the roles played by the various markets, institutions, and financial authorities. Specific topics include an introduction the U.S. financial system, the supply and demand for loan funds, securities, and obligations. Emphasis is placed upon policy effects of financial institutions and markets upon various sectors of the economy (Prerequisite: FIN540).
6. **FIN560 Derivatives and Assets Pricing:** This course provides a broad introduction to the derivatives markets including options, futures, and swaps. Derivative securities play an integral part in

managing risk for multinational corporations, portfolio managers, and institutional investors, as well as provide opportunities for speculators around the world. The main goal of the course is to leave the student with an understanding of various derivatives strategies and implications for portfolio management. (Prerequisite: FIN505)

7. **FIN570 Insurance and Risk Management:** This course is directed toward students interested in understanding how large-scale complex risk can be quantified, managed, and architected. We identify the business and technical issues, regulatory requirements and techniques to measure and report risk across a major organization. (Prerequisite: FIN505)
8. **FIN580 Finance Capstone:** The goal of this capstone course is to integrate all essential concepts in financial decision-making. Students will develop a comprehensive capstone project that can be applied to a place of employment or within the financial sector (Prerequisite: Successful completion of all core and specialization coursework).

#### **Faculty Resources – Current and Required:**

CSU-Global Campus currently has six program-specific faculty members under contract who have both terminal degrees and relevant industry experience. Existing faculty members have been identified for curriculum development and course instruction for the Master of Finance degree.

CSU-Global promotes support and professional development of all faculty members. CSU-Global provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

#### **Library Resources – Current and Required:**

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. To accommodate students and faculty members, the online library is open 24/7. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials and videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and open sessions)

Additionally, the CSU-Global Campus library provides access to electronic databases specific to the Master of Finance program. These include:

- ABI/INFORM Dateline (ProQuest) - Business
- ABI/INFORM Global (ProQuest) - Business



- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary
- Bizjournals.com (Free) - Business
- Books 24x7 - Business /IT ebooks
- Business Source Premier (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases - Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/ Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Regional Business News (EBSCO) - Business
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Master of Finance program.

**Facilities, Equipment, and Technology – Current and Required:**

As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and serves as CSU-Global’s delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign
- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Wimba software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.

CSU-Global Campus also provides 24/7 live tutoring access; technical support; library database and support access; career center information; student skills workshops; student catalog and updates; and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global Campus uses two cycles of assessment Waypoint software to store data and rubrics that are

incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based tool designed to manage continuous improvement processes.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the MFin program.

**Budget Summary:**

The CSU-Global Master of Finance program learning outcomes and course scope and sequence were developed based on a comprehensive review of university programs in addition to faculty feedback and guidance from the Leadership Advisory Council. With the inclusion of courses created for other graduate degree programs, it has been determined that an additional six courses are needed.

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the six new core courses for the program is \$6,000 for a total cost of \$36,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$36,000 investment with the completion of approximately 40 enrollments in major courses.

<b>Table 2: Financial Projections – Master of Finance</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Gross Revenue	\$1,215,000	\$1,701,000	\$2,381,400	\$3,329,100	\$4,657,500	\$13,284,000
Total Costs	\$536,223	\$681,025	\$953,435	\$1,332,385	\$1,864,392	\$5,367,461
Net Income	\$678,777	\$1,019,975	\$1,427,965	\$1,996,715	\$2,793,108	\$7,916,539

Projected Launch: Fall 2013

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

**MATTERS FOR ACTION:**

Master of International Management

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of International Management

**EXPLANATION:**

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

CSU-Global Campus is proposing a Master of International Management degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Master of International Management program is designed to prepare students for international management career opportunities within multinational industries and organizations. Today's dynamic global marketplace requires well-prepared graduates who demonstrate strong leadership and understand of culture business issues that contribute to the international business community. Upon completion of the program, CSU-Global graduates will be prepared to confront challenges and seek strategic opportunities within the structure of global commerce, and possess the comprehensive curriculum vital required for a career in international management in the 21st century global economy. This proposed graduate-level program consists of eight (8) core courses and four (4) specialization courses (36 total semester hours of credit) required of all students.



**Colorado State University**  
**GLOBAL CAMPUS**

**Program Title: Master of International Management**

**Degree Type:** Graduate

**Recommended CIP Code:** 52.1101

**Overview of Program:**

Colorado State University-Global Campus (CSU-Global) is proposing a Master of International Management (MIM) program designed to prepare students for international management career opportunities within multi-national industries and organizations. Today's dynamic global marketplace requires well prepared graduates who demonstrate strong leadership and understand of culture business issues that contribute to the international business community. Upon completion of the program, CSU-Global graduates will be prepared to confront challenges and seek strategic opportunities within the structure of global commerce. This graduate level program provides a comprehensive curriculum vital for a career in international management in the 21st century global economy. This proposed program consists of eight (8) core courses and a four (4) course specialization (36 total semester hours of credit) required of all students within the degree program.

**Mission Appropriate:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a master's degree in International Management will allow it to continue its affordable cost, accessible, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering international management programs.

**Evidence of Need:**

Industry demand for the Master of International Management program has been evaluated through market research contracted by CSU-Global Campus and through industry career growth projections. Demand projections and market research are listed below:

- "Demand for international Masters and PhD programs is greater than ever before" (International Business Times, 2009)
- Demand for international graduate education will come from the following areas:
  - Middle East (4.5% annually for the next 17 years)
  - South Asia (4.5% annually for the next 17 years)
  - Sub-Saharan Africa (3.9% annually for the next 17 years)

- Central America (3.5% annually for the next 17 years)
- Oceania (5.5% annually for the next 17 years)  
(International Business Times, 2011)
- Based on a survey of U.S. companies, it has been concluded that there is a “continuing need for international business education in the U.S. Indeed, with the projected growth of international operations, additional international business education programs will need to be developed, particularly programs with a focus on Asia” (Kedia & Shirley, 2003)

**Evidence of Student Demand:**

Student demand for the Master of International Management is demonstrated through multiple projections including the number of International Management graduate degrees conferred annually in the United States and through the volume of Google search impressions per month for graduate programs in international management. These indicators are noted below:

- Monthly Google searches for international management related positions are approximately 33,115 (market research, 2011)
- Yearly graduates from international management related programs are estimated to range from 46-694 students per program based on the top 15 producers (market research, 2011)
- International Management degrees conferred in the U.S. were 3,053 in 2009 (market research, 2011)

**CSU System Positioning:**

Within the CSU System there is not currently a Master of International Management. CSU-Global’s online program therefore has sufficient market differentiation from the current System offerings. Additionally, the International Management program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

**Similar Programs in State and Region:**

See Addendum A

**Student Population in Five Years and Profile:**

<b>Table 1: Enrollment Projections – Master of International Management</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Student Headcount	100	130	169	236	330	965
FTE	60	78	101	141	198	578
Graduates	0	20	26	34	47	127

**CSU-Global’s Graduate Admissions Requirements:**

Applicants are eligible for admission into a graduate degree program if they have earned a bachelor's degree from a regionally accredited institution. An undergraduate GPA of 3.00 or better (on a 4.00 scale) is preferred.

Applicants interested in pursuing a degree or certificate of completion program at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must submit official transcripts from each postsecondary institution attended. Applicants

may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

### **Curriculum and Program Outcomes:**

Students completing the Master of International Management degree from CSU-Global will:

- Develop comprehensive strategic global business plan development for global expansion.
- Understand compliance and regulatory requirements for international hiring and managing of foreign and remote located employees.
- Evaluate the proper technologies needed to sustain and secure infrastructure and data and proprietary information.
- Analyze competitive markets and the economic and political factors that affect them.
- Evaluate currency and exchange rate fluctuations and how it affects investments and financial institutions.

International Management major coursework listed in order of completion (8 three-credit courses):

1. **ORG502 Effective Organizations-Theory and Practice:** Gain a contemporary understanding of managing operational and strategic issues in public and private organizations facing accelerated social, economic, and technological changes. This course will examine organizational theory, strategic thinking and management, theories of decision-making, leadership, organizational culture, and change management in a postindustrial society.
2. **ACT500 Managerial Accounting:** This course guides students in the application of accounting information for effective financial decision making in the strategic planning process.
3. **MIM500 Business Strategy in the Global Economy:** This course addresses the role of international political and economic issues and the challenges facing trade and foreign business policies in developing nations who seek to attract business investments. The role of labor and access to natural resources and the utilization of IMF funding and foreign investment will be discussed to evaluate the potential business opportunities and the risks associated with global expansion projects. Economic and societal differences within cultures engaging in international commerce shall be analyzed to provide an understanding with respect to the implementation of specific strategic decisions. Additionally, case studies from a variety of for-profit, non-profit, and public agencies shall be evaluated to allow students to analyze the decision-making process of both domestic and foreign directed management teams (Prerequisite: ORG502 and ACT500).
4. **MIM510 International Trade:** This course addresses the theory of international trade and the role it plays in economic integration and development through trade policy. This class will review the issues of protectionism and sanctions as part of political agendas. A multi-national approach to trade regulations will be presented to students that shall cover regional and country specific issues within Asia, South and Central America, Europe, the Middle East, and North America including the United States (Prerequisite: ORG502 and ACT500).
5. **MIM520 Global Financial Management:** This course addresses the process of corporate financial management and its integration into the international market in Asia, South and Central America, Europe, the Middle East, and North America including the United States. This class will review financial exchange and investment risks and opportunities for limiting loss and enhancing returns (Prerequisite: MIM510).
6. **MIM530 Technology Management in the Global Economy:** The course addresses the process of managing technology in the global business environment. This class will teach students about

voice, video, and data applications and their management to assist with the financial and competitive use of technology for market expansion (Prerequisite: MIM520).

7. **MIM560 International Business:** This class addresses the factors that affect international business and business expansion. Discussion topics include demographic, economic, political, natural resource, technology, and cultural characteristics and the role they play in the advancement of multinational enterprises. Challenging business and legal issues in Asia, South and Central America, Europe, the Middle East, and North America including the United States shall be covered in the content presented to students (Prerequisite: MIM520).
8. **MIM580 International Management Capstone:** This course is a requirement for completion of the program as students shall prepare a project paper that integrates content that has been learned throughout the duration of the program. Students shall demonstrate their ability to apply their knowledge in the form of a business development/plan project for an international corporation or organization (Prerequisite: Successful completion of all core and specialization coursework).

#### **Faculty Resources– Current and Required:**

CSU-Global Campus currently has six program-specific faculty members under contract who have both terminal degrees and relevant industry experience. Existing faculty members have been identified for curriculum development and course instruction for the Master of International Management degree.

CSU-Global promotes support and professional development of all faculty members. CSU-Global provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

#### **Library Resources – Current and Required:**

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. To accommodate students and faculty members, the online library is open 24/7. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials and videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and library open sessions)

Additionally, the CSU-Global Campus library provides access to electronic databases specific to the Master of International Management program. These include:

- ABI/INFORM Dateline (ProQuest) - Business
- ABI/INFORM Global (ProQuest) - Business
- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary
- Bizjournals.com (Free) - Business
- Books 24x7 - Business /IT ebooks
- Business Source Premier (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free - Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases - Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Regional Business News (EBSCO) - Business
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Master of International Management program.

#### **Facilities, Equipment, and Technology – Current and Required:**

As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and serves as CSU-Global's delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign
- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Wimba software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.



CSU-Global Campus also provides 24/7 live tutoring access; technical support; library database and support access; career center information; student skills workshops; student catalog and updates; and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global Campus uses two cycles of assessment Waypoint software to store data and rubrics that are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based tool designed to manage continuous improvement processes.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the MIM program.

**Budget Summary:**

The CSU-Global Master of International Management program learning outcomes and course scope and sequence were developed based on a comprehensive review of university programs in addition to faculty feedback and guidance from the Leadership Advisory Council. With the inclusion of courses created for other graduate degree programs, it has been determined that an additional two courses are needed.

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the two new core courses for the program is \$6,000 for a total cost of \$12,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$12,000 investment with the completion of approximately 50 enrollments in major courses.

<b>Table 2: Financial Projections – Master of International Management</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Gross Revenue	\$810,000	\$1,053,000	\$1,368,900	\$1,911,600	\$2,673,000	\$7,816,500
Total Costs	\$403,941	\$413,622	\$537,709	\$764,864	\$1,069,863	\$3,190,000
Net Income	\$406,059	\$639,378	\$831,191	\$1,146,736	\$1,603,137	\$4,626,500

Projected Launch: Fall 2013

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

**MATTERS FOR ACTION:**

Master of Project Management

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of Project Management

**EXPLANATION:**

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

CSU-Global Campus is proposing a Master of Project Management degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Master of Project Management is designed to integrate the study of core business disciplines and project management knowledge with the advanced leadership and decision-making skills necessary to excel in high-performing, global organizations. The program will provide students with the business and management skills to evaluate, synthesize, analyze, and apply the concepts required when leading unique projects. Project management best practices are acknowledged and applied throughout the program including the planning and execution of projects, the management of contracts and asset procurement, and the skills needed to lead complex projects and manage teams in a dynamic environment. Advanced topics include decision sciences, risk management, project control and monitoring, and financial metrics. This proposed program consists of eight (8) core courses and four (4) specialization courses (36 total semester hours of credit) required of all students.



**Colorado State University**  
**GLOBAL CAMPUS**

**Program Title: Master of Project Management**

**Degree Type:** Graduate

**Recommended CIP Code:** 52.0211

**Overview of Program:**

Colorado State University-Global Campus (CSU-Global) is proposing a Master of Project Management (MPJM) program designed to integrate the study of core business disciplines and project management knowledge with the advanced leadership and decision-making skills needed to excel in high-performing, global organizations. The program will provide students with the business and management skills to evaluate, synthesize, analyze, and apply the concepts required when leading unique projects within the context of large, global organizations. Project management best practices are acknowledged and applied throughout the program including the planning and execution of projects, the management of contracts and asset procurement, and the skills needed to lead complex projects and manage teams in a dynamic environment. Advanced topics include decision sciences, risk management, project control and monitoring, and financial metrics. This proposed program consists of eight (8) core courses and a four (4) course specialization (36 total semester hours of credit) required of all students within the degree plan.

**Mission Appropriateness:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide students with a Project Management education will allow it to continue its affordable cost, accessibility, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering project management programs.

**Evidence of Need:**

Industry demand for the Master of Project Management degree program has been evaluated through CSU-Global Campus contracted market research and through industry career growth projections. Demand projections and market research are listed below:

- Globally, it is estimated there will be 1.2 million project management positions by 2016 (PMI, 2010)
- Growth areas for project managers include energy and infrastructure, information technology, and healthcare (PMI, 2010)
- Project-oriented positions employ approximately 7.8 million people in the U.S. (PMI, 2006)
- Twenty percent of the world's GDP is being spent on project-based work (PMI, 2010)

- Project management professionals were identified as the single most important management job category in 2008 (Global Executive Survey, 2008)
- Up to 30% of the project management workforce will begin retiring within the next 10 years (PMI, 2010)

**Evidence of Student Demand:**

Student demand for the Master of Project Management degree is demonstrated through the number of graduate project management degrees conferred in the United States and through the volume of Google search impressions per month for project management programs.

- Project management related searches through Google’s search engine are approximately 47,000 monthly (market research, 2011)
- Estimates show the number of yearly project management graduates will range from 61-414 students based on the top 15 producers (market research, 2011)
- The required coursework will allow graduates to teach Project Management at the undergraduate level within the public and private sector
- Over 61,000 PMI members plan to pursue an advanced degree by 2011; of those, 32,500 plan to earn a master’s degree in project management (Mediamark, 2009)

**CSU System Positioning:**

Within the CSU System, there is not currently a Master of Project Management. CSU Continuing Education has a project management certificate, but this does not provide college credit at either the baccalaureate or graduate level. CSU-Global’s online program therefore has sufficient market differentiation from the current System offerings. Additionally, the Project Management program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

**Similar Programs in State and Region:**

See Addendum A

**Student Population in Five Years and Profile:**

<b>Table 1: Enrollment Projections – Master of Project Management</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Student Headcount	100	130	169	219	284	902
FTE	60	78	101	131	170	541
Graduates	0	30	39	51	66	186

**CSU-Global Campus Graduate Admissions Requirements:**

Applicants are eligible for admission into a graduate degree program if they have earned a bachelor's degree from a regionally accredited institution. An undergraduate GPA of 3.00 or better (on a 4.00 scale) is preferred.

Applicants interested in pursuing a degree or certificate of completion program at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must submit official transcripts from each postsecondary institution attended. Applicants may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

### Curriculum and Program Outcomes:

Students completing the Master of Project Management degree from CSU-Global will:

- Apply the knowledge and skills needed to identify and solve organizational problems using a systematic decision making approach.
- Apply advance principles of project management and organizational development.
- Critically analyze problems, research solution alternatives, and the environment in the development and execution of strategy within a global marketplace.
- Apply project management and business analysis through individual/group activities and research projects.
- Apply skills in strategic planning, cost and risk management, financial metrics, execution and monitoring, and evaluation best practices.
- Apply techniques for quantifying and managing the impact of change on a project.
- Evaluate testing, reliability, validity, and product quality data to ensure project success.
- Evaluate the primary traits and factors associated with successful leaders from a performance perspective through the use of leadership inventories and assessments.
- Apply ethical theories and models to global business policies, practices, and trends via case studies and scenarios.
- Evaluate additional requirements for staffing and managing international projects including managing expatriates managing.

Project Management major coursework listed in order of completion (8 three-credit courses):

1. **ORG502 Effective Organizations-Theory and Practice:** Gain a contemporary understanding of managing operational and strategic issues in public and private organizations facing accelerated social, economic, and technological changes. This course will examine organizational theory, strategic thinking and management, theories of decision-making, leadership, organizational culture, and change management in a postindustrial society.
2. **ACT500 Managerial Accounting:** Apply best practices in financial accounting to financial decision making in the strategic planning process.
3. **PJM500 Project Management:** The purpose of this course is to provide the student with a high level overview of project management. A project-based approach is one of the management techniques that organizations will review to accomplish strategic goals. As in all cases, resources are limited and time is critical. Resources are allocated for the purposes of accomplishing the goal, and then they are reallocated when the project is finished. The project manager is charged with accomplishing goals within this constrained setting. Case studies allow students to apply knowledge and skills associated with selecting, managing, organizing, planning, negotiating, budgeting, scheduling, controlling, and terminating a project.
4. **PJM525 Business Analyses:** This course emphasizes assessing and integrating project requirements in relation to user needs and organizational goals. Topics include requirements gathering, business analysis, and project planning. Case studies allow students to apply knowledge and skills associated with analyzing business situations, developing requirements, and translating user needs into technology and engineering specifications for development teams (Prerequisite: PJM500).
5. **PJM530 Contracts, Procurement, and Risk Management:** In this course, students will apply the best practices of contract management and purchasing within a project management based case course. Often the task of identifying and obtaining resources from vendors is a task which requires project manager oversight. The legal requirements and contracting processes must be discerned through due diligence on the part of the project manager. Additionally, this course focuses on the processes associated with identifying and minimizing risks. Topic areas include risk management planning, risk identification, risk analysis, responses to risk, risk monitoring, and risk control (Prerequisite: PJM500).

6. **PJM535 Project Metrics, Monitoring, and Control:** Students learn financial and success metrics as well as the techniques associated with monitoring and controlling project. Projects are typically short in duration and the project manager must incorporate steps to monitor the progress of the project as well as develop an assessment plan to measure the effectiveness of the project. Students in this class will learn the scope, pricing, cost, trade-offs, learning curves, and quality management within a project environment (prerequisite: PJM525).
7. **PJM560 Project Management Office (PMO):** This course emphasizes the Project Management Office (PMO). Students will learn the elements of a PMO which includes defining and maintaining standards, policies, processes, and methods for project management within the organization. Learners will also identify the responsibilities of Project Management Professionals (PMP) to include guidance, documentation, and metrics related to the practices involved in managing and implementing projects within the organization. A PMO may also get involved in project-related tasks and follow up on project activities through completion. The office may report on project activities, problems, and requirements to executive management as a strategic tool in keeping implementers and decision makers moving toward consistent, business- or mission-focused goals and objectives. Organizations around the globe are defining, borrowing, and collecting best practices in the process of project management and are increasingly assigning the PMO to exert overall influence and evolution of thought to continual organizational improvement (prerequisite: PJM560).
8. **PJM580 Project Management Capstone:** The capstone course allows the students to develop a plan for a major project in an industry or business of choice. The project plan is a carefully planned and organized effort to accomplish a successful project. The proposed project is submitted by the student and reviewed for approval by the instructor of record. Students will be required to analyze project goals, objectives, and scope in relationship to budget, schedule, and resources to propose a project with a full plan of implementation. The proposed plan must address strategies for overcoming challenges faced by similar projects, including a risk management plan, resource plan, monitoring plan, an evaluation plan, and a reporting plan. Students will utilize skills gained throughout the program to demonstrate the ability to plan and implement a project from conception to conclusion (Prerequisite: Successful completion of all core and specialization coursework).

#### **Faculty Resources – Current and Required:**

CSU-Global Campus currently has seven program-specific project management faculty members under contract who have terminal degrees, Project Management Professional (PMP) certifications, and relevant industry experience. Additionally, the CSU-Global Campus faculty includes an additional 20 qualified graduate faculty members who deliver related coursework and would be able to support elements of the program. Faculty members have been identified for curriculum development and course instruction for the Project Management program.

CSU-Global promotes support and professional development of all faculty members. CSU-Global provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

#### **Library Resources:**

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. To accommodate students and faculty members, the online library is open 24/7. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information

- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials & videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and library open sessions)

Additionally, the CSU-Global Campus library provides access to electronic databases specific to the Master of Project Management degree program. These include:

- ABI/INFORM Dateline (ProQuest) - Business
- ABI/INFORM Global (ProQuest) - Business
- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary
- Bizjournals.com (Free) - Business
- Books 24x7 - Business /IT ebooks
- Business Source Premier (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free –Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases - Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Regional Business News (EBSCO) - Business
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Project Management program.

**Facilities, Equipment, and Technology – Current and Required:**

As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and serves as CSU-Global’s delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign
- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Wimba software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.

CSU-Global Campus also provides 24/7 live tutoring access; technical support; library database and support access; career center information; student skills workshops; student catalog and updates; and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global Campus applies two cycles of assessment using Waypoint software to store data and rubrics that are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based assessment tool designed to manage quality improvement processes.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the MPM program.

**Budget Summary:**

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

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the six new core courses for the program is \$6,000 for a total cost of \$36,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$36,000 investment with the completion of approximately 50 enrollments in major courses.

<b>Table 2: Financial Projections – Master of Project Management</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Five Year Total</b>
Gross Revenue	\$810,000	\$1,053,000	\$1,368,900	\$1,773,900	\$2,300,400	\$7,306,200
Total Costs	\$403,941	\$413,622	\$537,709	\$696,194	\$903,006	\$2,954,473
Net Income	\$406,059	\$639,378	\$831,191	\$1,077,706	\$1,397,394	\$4,351,727

Projected Launch: Fall 2013



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:

2011-12 Academic Faculty and Administrative Professional Manual Revisions: University Code, Section C.2.3.2. – Graduate School

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, University Code, Section C.2.3.2 – Graduate School.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, University Code, Section C.2.3.2 – Graduate School are requested because the position of Vice Provost for Graduate Affairs/Assistant Vice President for Research has been changed to the Dean of the Graduate School.

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

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**C.2.3.2 Graduate School**

The School, organized under the ~~Vice Provost for Graduate Affairs/Assistant Vice President for Research~~ Dean of the Graduate School, has general charge over all graduate degree programs. The academic faculty members of the School are designated by each of the academic departments offering graduate degrees.

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:

2011-12 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.5.3 – Guidelines on Teaching and Advising Responsibility

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.5.3 – Guidelines on Teaching and Advising Responsibility.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section E.5.3 – Guidelines on Teaching and Advising Responsibility are requested because instructor choice is stipulated in the *University General Catalog* but does not appear in the *Manual*. The freedom of an instructor to use either the plus minus or whole-letter grading scale should be made explicit.

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

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**E.5.3 Guidelines on Teaching and Advising Responsibility**

The teaching and advising responsibilities of faculty members are among those many areas of university life which have for generations been a part of the unwritten code of a "community of scholars." It seems appropriate to set forth these responsibilities in the form of illustrative statements of

desirable practice. These guidelines are by no means exhaustive regarding faculty members' responsibilities to teaching and learning and advising. The performance of faculty members in meeting the expectations contained in the guidelines shall be taken into consideration in determining salary increases, tenure, and promotion.

- a. Faculty members are responsible for stating clearly the instructional objectives of each course they teach at the beginning of each term. It is expected that faculty will direct their instruction toward the fulfillment of these objectives and that evaluation of student achievement will be consistent with these objectives. Faculty members are responsible for orienting the content of the courses to the published official course descriptions.
- b. Faculty members are responsible for informing students of the attendance expectations and consequences, and of the methods to be employed in determining the final course grade.
- c. Faculty members are responsible for the assignment of the final course grade. The assigned grade should reflect the performance of the student in the course commensurate with the objectives of the course. The course instructor's decision of whether to use whole-letter grading or the plus minus grading system in the course should be indicated in the course syllabus and/or policy statement.
- d. Graded examinations, papers, and other sources of evaluation will be available to the student for inspection and discussion. These should be graded promptly to make the results a part of the student's learning experience. The results of these evaluations will be retained for at least one (1) term to provide the opportunity for review.
- e. Faculty members are expected to meet their classes regularly and at scheduled times. In case of illness or emergency, the department head should be notified promptly.
- f. Faculty members are expected to make time available for student conferences and advising. Office hours should be convenient to both students and instructor with the opportunity provided for prearranged appointments. Available conference times should be communicated to students.

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- g. Faculty members shall have their teaching and advising periodically evaluated as specified by departmental codes.

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:

2011-12 Academic Faculty and Administrative Professional Manual Revisions:  
Section G.1 – Study Privileges

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges are requested because the University is no longer governed by State Fiscal Rules.

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

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**G.1 Study Privileges**

Under the following conditions, academic faculty members and administrative professionals with appointments at half-time (0.5) or greater may register for credit courses at Colorado State University on a space-available basis without the assessment of the student portion of total tuition or general fees to the employee:

- ~~a. According to State Fiscal Rules, courses taken by an employee under this study privilege must benefit the State and enhance the employee's performance, as determined by the head of his or her administrative unit (such as a department head).~~
- ~~ba.~~ The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses.
- ~~eb.~~ Academic faculty members and administrative professionals on regular, multi-year research, or special appointments become eligible for this study privilege as soon as their employment begins.
- ~~ec.~~ Academic faculty members and administrative professionals on temporary appointments become eligible for this privilege after completing one (1) year of service at .50 time or greater.
- ~~ed.~~ The President shall set the maximum number of credits for which academic faculty members and administrative professionals are permitted to register per academic year, including the previous summer term, but it shall be at least nine (9) credits for employees with full-time appointments, at least seven (7) credits for employees with appointments from .75 time to .99 time, and at least five (5) credits for employees with appointments from .50 time to .74 time.

Certain tuition and fees are not covered by the study privilege, so these must be paid by the employee at the time of registration. Fees not covered may include course fees, department fees, the University Facility Fee, University and College Technology Fees, and similar charges as may be imposed from time to time.

Only credit courses which are a part of the Colorado State University Curriculum, as defined by the *Colorado State University General Catalog*, are available under this benefit. These courses will be identified with a departmental course number. In particular, the study privilege does not cover the cost of continuous registration.

The Division of Continuing Education ("DCE") offerings are included under this privilege. Academic faculty members and administrative professionals may enroll in academic-credit courses (section numbers 700 or higher) listed on the Continuing Education website. However, tuition

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for these courses may be higher than "resident Instruction" tuition, in which case, the difference must be paid by the employee or by some other source.

The above credit maxima include courses which are audited. Tuition will be assessed as soon as credits are taken in excess of the statement maximum for the employee.

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

MATTERS FOR ACTION:

2011-12 Academic Faculty and Administrative Professional Manual  
Revisions: Section I – Academic and Legal Matters

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section I – Academic and Legal Matters.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The revisions to the Academic Faculty and Administrative Professional Manual, Section I – Academic and Legal Matters are requested because the information in the Manual regarding public policy does not need to be a restatement of policy whose most recent version is available to the public via existing official sites. Additionally, regarding Section I.4, the Colorado Employer's Liability Act does not mention the use of waivers of the right to view letters of recommendation – these waivers are now in common use. This addition to Section I.4 attempts to provide guidance to Colorado State University employees who are in the role of former employers agreeing to serve as references for former employees.

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



ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
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**SECTION I. ACADEMIC AND LEGAL MATTERS**

**I.1 Colorado Open Records Act**

Under the Colorado Open Records Act (C.R.S. 24-72-201, et seq.) (CORA) ("the Act"), records of state institutions of higher education are generally open for public inspection, except as otherwise provided. In order to assure compliance with CORA's very short timeframe for response, all requests for inspection or copying of University records should be referred immediately to the Office of the General Counsel, which has been charged with receiving and coordinating responses to CORA requests. ~~However, the Act also provides that inspection of certain records may be denied in appropriate circumstances, and inspection of other records (such as personnel files) must be denied to persons other than the person to whom they pertain. Where inspection is permitted, such records may also be copied, provided that the University may impose copying charges plus the cost of manipulating data if that is required.~~

~~By action of the Board and pursuant to statute (C.R.S. 23-31-107), the Secretary of the Board is the official custodian of all University records. However, for administrative efficiency, this responsibility has been delegated to the various University custodians. For information on the custodian of particular records contact the Office of the Vice President for Administration Services.~~

~~Questions regarding availability of particular records should be directed to the appropriate University custodian.~~

~~Finally, the Act permits the University to make rules regarding public access to its records. The following are general University policies concerning the inspection of University records:~~

~~a. The custodian may specify the time, during normal business hours, and place for records to be inspected and may require that a University employee be present during such inspection.~~

~~b. An applicant requesting to inspect University records must be reasonably specific about the documents or records desired. General searches of University files for unspecified documents are not permitted.~~

~~c. If a document requested is not in the custody of the person to whom a request is made, the applicant shall be immediately notified of that fact and shall be provided with the name of the appropriate custodian.~~

~~d. If a document is in active use or storage at the time requested, the custodian shall notify the applicant of that fact and set a day and time within three (3) working days when the document will be made available for inspection.~~

~~e. If the custodian feels that release of a document requested will do substantial injury to the University or the public interest, the custodian should immediately seek guidance from the Vice President of Administrative Services, who will consult with the Office of the General Counsel regarding the possibility of seeking a court order denying access to the record in question.~~

~~f. University records should be requested in writing. Denial of a request for disclosure of University Records may be referred to the Secretary of the Board for resolution.~~

~~g. A person granted the right to inspect University records also has a right to obtain copies requested at a cost of \$1.25 per page copied, or the actual cost, if higher.~~

~~University personnel are cautioned to consult the appropriate custodian before releasing any documentation. In particular, in a grievance or similar internal administrative process, supervisors and administrators may need to explain and defend the underlying basis for actions they have taken. Responses in such circumstances should not include the release of confidential information without the approval of the appropriate custodian.~~

~~Under the Act, if access to records that are "open" under the Act is denied arbitrarily or capriciously, the person requesting such access may be entitled to recover from the custodian **personally** costs and attorneys' fees in obtaining a court order for such access. Further, a willful or knowing violation of the Act is a misdemeanor criminal offense, punishable by fine and/or imprisonment.~~

~~(Full text of the current Open Records Act is available from the Colorado State University System website <http://www.csusystem.edu/pages/open-records.asp> [retrieved on October 10, 2011].)~~

## **I.2 The Family Educational Rights and Privacy Act of 1974** *(last revised June 4, 2008)*

~~The Family Educational Rights and Privacy Act ("FERPA" or the "Buckley Amendment") of 1974 provides for the protection of student education records after a person enrolls at a post-secondary institution. Generally, FERPA provides that the University may not disclose records that personally identify a student without the student's prior consent. This prohibition includes the disclosure of students' academic, disciplinary, financial, and other records, and their social~~

~~security numbers. FERPA takes precedence over the Colorado Open Records Act with respect to student education records. An exception to this general rule permits the disclosure of student directory information, as more fully set forth in the FERPA policy section of the *Colorado State University General Catalog*.~~

~~Under FERPA, a student always has the right to view his or her own records and to give consent for Colorado State University faculty or staff to share his or her records with third parties, including parents or guardians. In the absence of student consent, the University may still release records to parents who have supplied proper verification that they claim their child as a dependent under Internal Revenue Service (IRS) rules. The Colorado State University Registrar's Office maintains on its website the forms for student consent and parents' affidavits to verify dependent status and also provides updated guidance on FERPA compliance.~~

~~Student education records may be shared among Colorado State University personnel who have a "legitimate educational interest" in that record. FERPA also permits student records to be shared within the University, including sharing among and between academic units and Student Affairs, without the student's consent when there are health or safety concerns related to a student or for disciplinary matters.~~

~~Faculty members and staff should contact the Office of General Counsel for guidance before responding to a subpoena that requests the release of student information. Generally, law enforcement officers must provide a warrant or court order to obtain student records. If, however, a law enforcement officer requests student records in an emergency situation or where there are immediate health or safety concerns, FERPA allows the provision of such records without a warrant, court order, or student consent.~~

It is the policy of Colorado State University and the responsibility of colleges, departments, and faculty members to comply with FERPA. See <http://www.colostate.edu/Depts/Registrar> for guidelines on FERPA compliance.

(Full text of the current Family Educational Rights and Privacy Act of 1974 (FERPA) is available from the Colorado State University Registrar's Office website <http://registrar.colostate.edu/students/records/ferpa.aspx> [retrieved on October 10, 2011].)

### **I.3 Colorado Open Meetings Law**

The Colorado Open Meetings Law (C.R.S. 24-6-401. et seq.) (the "Open Meetings Law"), implements the stated policy of requiring state business to be conducted in open meetings and **not** in secret. All meetings of two (2) or more members of any state public body at which public business is discussed or formal

~~action may be taken must be open to the public, except to the extent specifically set forth in the law. A public body is, however, permitted to deal with specific sensitive matters in executive session.~~

Meetings of University administrators and faculty members, including college and departmental meetings and meetings of Faculty Council standing committees, do not generally constitute meetings of a "public body" under the Law. As a matter of policy and in the interest of openness, however, Faculty Council has historically chosen to conduct its meetings in a public forum.

(Full text of the current Colorado Open Meetings Law is available from the site <http://www.colorado.gov/dpa/doit/archives/open/00openmeet.htm> [retrieved on October 10, 2011].)

#### **I.4 Letters of Recommendation**

The Colorado Employer's Liability Act (C.R.S., Section 8-2-114 (5)) requires that University personnel who provide written information to a prospective employer about a current or former employee provide a copy of this information to the employee if the employee appears at the employer's or former employer's place of business during normal business hours and if the employee has not signed a waiver, waiving his or her right to view the written information. ~~send a copy of the information provided to the employee who is the subject of the reference. In addition, the statute provides that any person who is the subject of such a letter of reference from an employer or former employer may obtain a copy of the reference information by appearing and requesting such a copy anytime during normal working hours. A "fair and reasonable" amount may be charged for reproduction costs if multiple copies are requested.~~

(Full text of the current Colorado Employer's Liability Act is available at the site <http://www.michie.com/colorado/lpext.dll?f=templates&fn=main-h.htm&cp>, [retrieved on October 10, 2011].)

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: Student Conduct Code

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the Student Conduct Code (revised summer 2012).

**EXPLANATION:**

Presented by Rick Miranda, Provost and Executive Vice President

The Student Conduct Code established the policies and procedures by which a variety of disciplinary actions and student judicial reviews are handled at the University. It undergoes periodic revisions every few years.

## Colorado State University Student Code of Conduct – Summary of 2012 Revisions

<b>Code Section</b>	<b>Summary of Change</b>
Preamble	Included Non-Discrimination Statement used throughout CSU
Article III (A) (4): Proscribed Conduct	Included “anti-retaliation” language prohibiting any form of abuse, threat, intimidation, harassment or attempt to influence students or witnesses involved in Student Conduct proceedings.
Article III (A)(8): Proscribed Conduct	Updated definition of sexual misconduct to incorporate Student Sexual Harassment and Violence policy and definitions set forth by the Office of Civil Rights under Title IX
Article III (C)(5)(e)	Clarified that if a student requests a meeting because he/she is placed on interim suspension as a threat to campus, the University Hearing Officer may consult with the CSU Police Department or other security personnel to help evaluate the level of threat
Article III (D)(1)(f)	Updated code to reflect that if the Director of Student Conduct Services is the original hearing officer for Student Organization conduct hearing, the Vice President for Student Affairs may appoint a three person committee to hear appeals and recommend final action.
Article IV(A)(1)	Updated code to indicate anonymous reports are insufficient to begin disciplinary process, but may prompt additional investigation.
Article IV(A)(4)	Included a “Responsible Action Exemption” which provides a limited exemption from discipline for students, both on and off campus, who seek medical attention for themselves or on behalf of another student related to consumption of drugs or alcohol. The students involved must complete an assessment and any recommended treatment by the Hearing Officer. Failure to complete an assessment may result in charges filed with the Office of Conflict Resolution & Student Conduct Services. Parental notification may occur for students that are under the age 21 who have been transported to the hospital in need of medical assistance. Records related to the “Responsible Action Exemption” will be considered educational rather than disciplinary.
Article IV(C)	Clarified that student requests to reschedule hearings may be granted or denied by the Hearing Officer based on totality of circumstances.
Article IV(D)(3)	Clarified that students may review copies of any reports or statements, but requests to receive copies must be in writing and may be granted or denied at the Hearing Officer’s discretion.
Article IV(D)(6)	Clarified that students may listen to recordings of their hearings within the Student Conduct Offices, but if copies are requested, they must be reduced to writing by a certified court reporter.
Article IV(E)(3)	Clarified that the outcome of a disciplinary proceeding involving sex offenses will be provided to both the accuser and accused, in compliance with federal legal requirements under Title IX.
Article IV(F)	Clarified that the student conduct process is educational and assessment

	based, and the final sanctions imposed will be based on the totality of information provided, considering the student’s personal development and well-being of the campus community.
Article V (B)(3)	Included a “Responsible Action Exemption” for student organizations and their members/leaders who seek medical attention for themselves or on behalf of another student related to consumption of drugs or alcohol. The students involved and organization leaders must complete an assessment and any recommended treatment by the Hearing Officer, and the organization must cooperate with educational or training programs deemed necessary by the Hearing Officer. Parents of students who are under 21 may be notified.
Article V (G)(6)	Included a definition for the “Removal of Recognition” sanction for student organizations. Specifies that a loss of recognition deprives the student organization of use of campus resources, use of CSU’s name and the right to participate in campus sponsored activities.
Article V (H)(1)	Updated code to reflect that if the Director of Student Conduct Services is the original hearing officer for Student Organization conduct hearing, Vice President for Student Affairs may appoint a three person committee to hear appeals and recommend final action.
Article VI (A)(3)	Clarified that students may review copies of any disciplinary records, but requests to receive copies must be in writing and may be granted or denied at the Hearing Officer’s discretion.
Article VI (B)	Included a provision indicating disciplinary records related to student organizations may be disclosed internal to CSU, as well as publicly.
Article VII (A)	Inserted language that if alleged victim dies as a result of a conduct violation, the next of kin of such victim may request information from student conduct office.

# Colorado State University Student Conduct Code

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#### Preamble

Colorado State University expects students to maintain standards of personal integrity in harmony with its educational goals; to be responsible for their actions; to observe national, state, local laws and University regulations; and to respect the rights, privileges, and property of other people.

A college education is a voluntary association with a community of scholars to explore new ideas, examine ourselves, make new friends, and develop ideals. A university environment is a place where faculty and students can freely exchange ideas and concepts in an atmosphere of civil debate and dialogue on contemporary issues.

Colorado State University considers this freedom of expression and inquiry essential to a student's educational development. All University members may engage in discussion; exchange thought and opinion; and speak, write, or print freely on any subject in accordance with Federal or State constitutions. This broad principle is the cornerstone of education in a democracy. Colorado State University values and respects diversity including political, philosophical and cultural viewpoints.

To protect these privileges and opportunities, the student is responsible for upholding standards reasonably imposed by Colorado State University including, but not limited to academic integrity, personal honesty, tolerance, respect for diversity, civility, freedom from violence, and lifestyles free of alcohol and drug abuse.

The student conduct process is a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and privileges. This process balances the needs and rights of students with the needs and expectations of the University and larger community. It supports Colorado State University values and community standards with a continuum of responses from disciplinary sanction or restriction to education, counseling, and restorative justice.

Students are treated with care, fairness, tolerance and respect. The needs of the complainant, the respondent, and the community at large are equally important.

By formulating a general code of conduct, the University affirms student freedoms coupled with full responsibility for individual action including consequences of such action. Students are members of both the academic community and the larger society, retaining the rights, protection, guarantees, and responsibilities held by all citizens. As citizens, students are also responsible to know and obey the laws of the United States, the State of Colorado, and local governments. Therefore, a student may be subject to prosecution by law enforcement agencies whether the University initiates disciplinary proceedings or not.

The University Student Conduct Code defines University intervention or disciplinary action related to the behavior of both individual students and University Recognized Student Organizations. Policies and procedures specific to student organizations are noted in each section.

The Colorado State University General Catalog details the University's Policies and Guiding Principles, including the Commitment to Diversity, Freedom of Expression and Inquiry, Freedom from Personal Abuse, Sexual Harassment Policy and Students' Rights.

**Non-Discrimination Policy Statement: (This came from BOG during the Fall semester)**

Colorado State University does not discriminate on the basis of race, age, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services.

## Article I: Definitions

### A. General Terms

1. The terms *University* or *institution* mean Colorado State University, Fort Collins, Colorado.
2. The term *student* includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education; those students who withdraw after allegedly violating the Student Conduct Code; those who are not officially enrolled for a particular term but who have a continuing relationship with the University; those who have been notified of their acceptance for admission are considered *students*; and persons who are living in University owned or operated housing though not enrolled in this institution. The Student Conduct Code applies to all Colorado State University students enrolled through University programs who are studying abroad or at other remote locations, including the Denver campuses.
3. The term *faculty member* or instructor means any person hired by Colorado State University to conduct classroom, **research** or teaching activities or who is otherwise considered by the University to be a member of its faculty.
4. The term *university official* includes any person employed by the University performing assigned administrative or professional responsibilities. University officials may be full or part-time, or may be student staff members.

5. The term *university premises* includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, operated, controlled, or supervised by Colorado State University (including adjacent streets and sidewalks) whether on the main Fort Collins campus or other locations.
6. The term *Director of Conflict Resolution and Student Conduct Services* is that person designated by the Vice President for Student Affairs to be responsible for the administration of the Student Conduct Code.
7. The term *Hearing Officer* means a University official authorized on a case-by-case basis by the Director of Conflict Resolution and Student Conduct Services to determine whether a student has violated the Student Conduct Code and to impose sanctions when a rules violation has been committed.
8. The term *University Discipline Panel* refers to the pool of faculty and students authorized to hear appeals of student discipline cases determined by a Hearing Officer.
9. The term *Appeals Committee* refers to the individual members selected from the Discipline Panel to consider the appeal of a particular case.
10. The term *shall* is used in the imperative sense.
11. The term *may* is used in the permissive sense.
12. The term *policy* means the written rules and regulations of the University as found in but not limited to, the Student Conduct Code; Residential Contract and Handbook; undergraduate, graduate and professional catalogs; faculty manual; and University web pages. These include policies related to computer use, solicitation, sexual harassment and other anti-discrimination policies, athletic events, use of facilities, travel, and participation in student organizations.
13. The term *Honor Code* refers to the following statement adopted by Colorado State University students, faculty, and staff affirming foundational principles of academic integrity.

As a student at Colorado State University, I recognize my active role in building a Campus of Character. This includes my commitment to honesty, integrity, and responsibility within the campus community. As such, I will refrain from acts of academic misconduct. Furthermore, reflecting upon this commitment, I find it my prerogative to conduct myself in a dignified and inclusive manner, taking the initiative to do justice within my institution, be considerate to my peers, and persevere both academically and personally.

14. The term *academic misconduct* includes but is not limited to: 1) *Cheating* by using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation; 2) *Plagiarism* includes the copying of language, structure, images, ideas, or thoughts of another,

and representing them as one's own without proper acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken; 3) *Unauthorized Possession or Disposition of Academic Materials* includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that an instructor did not authorize for release to students; 4) *Falsification* encompasses any untruth, either verbal or written, in one's academic work; 5) *Facilitation* of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct. (Academic Integrity policies appear in the Students' Responsibilities section of the General Catalog, the Graduate and Professional Bulletin the Faculty and Administrative Professional Manual, or the Honor Code of the Professional Veterinary School and the School of Public Health as applicable.)

15. The term *Complainant* means any person who submits a charge/report alleging that a student violated this Student Conduct Code. When a student believes that she/he has been the victim of another student's misconduct the student will have the same rights under this student code as are provided to the respondent student even if another member of the University community submitted the charge/report.
16. The term *Respondent* means any student accused of violating this Student Code.

## **B. Student Organizations**

1. The term *University recognized student club or organization* means any number of persons who officially have complied with the formal requirements for registration/recognition as a University student organization or sport clubs.
2. The term *student organization activity* means any activity on or off campus which is group sponsored, initiated, financed, advertised, or attended by a significant portion of the members.
3. The term *policy* means the written rules and regulations of the University as found in, but not limited to those governing participation in student organizations (see Student Organizations Source Book, Associated Students of Colorado State University Constitution and By-Laws, Greek Statement of Expectations/University Relationship, Alcohol Use and Risk Management Policies, and policies related to the Sport Clubs programs.)

## **Article II: Student Conduct Code Authority**

The Vice President for Student Affairs, acting on behalf of the President of Colorado State University, designates appropriate individuals or entities to administer the University student disciplinary system. The responsibilities of these individuals or entities are briefly defined as follows:

1. *The Director of Conflict Resolution and Student Conduct Services* is designated by the Vice President for Student Affairs and represents the University in student disciplinary matters. As the senior discipline officer, he/she coordinates the entire University student discipline system and reports to the Vice President for Student Affairs. The Director of Conflict Resolution and Student Conduct Services serves as a Hearing Officer. Conflict Resolution and Student Conduct Services monitors student compliance with all discipline conditions and sanctions and maintains all official student disciplinary records.
2. *Hearing Officers* are appointed by the Director of Conflict Resolution and Student Conduct Services and are responsible to the Director of Conflict Resolution and Student Conduct Services and ultimately the Vice President for Student Affairs. The responsibilities of Hearing Officers include preparing notices of violation, collecting information, conducting administrative discipline hearings, making decisions related to disciplinary outcomes, and performing other functions as required in the discipline process.
3. *University Discipline Panel* hears appeals of disciplinary decisions rendered by University Hearing Officers. The appeal can be initiated by the Respondent(s) or the Complainant(s). The Panel consists of ten (10) faculty members and ten (10) students and is chaired by a faculty member, jointly appointed by the Vice President for Student Affairs and the Provost and approved by the Faculty Council. The University Discipline Panel will serve as a pool of members of the campus community that can be used to create an Appeal Committee who will consider individual cases of student disciplinary appeals if the Faculty Chairperson grants an appeal. The Appeals Committee shall consist of the Faculty Chair, two (2) additional faculty members and two (2) students, all selected from the University Discipline Panel. The Appeal Committee is chaired by the Faculty Chair or his/her faculty designee from the University Discipline Panel.
4. *Student Conduct Boards* may be designated by the Director of Conflict Resolution and Student Conduct Services to hear cases involving student organizations or those in which self-governance is appropriate. Examples include, **but are not limited to**, the Professional Veterinary Medicine Honor Board and the All University Hearing Board.

## Article III: Proscribed Conduct

### A. Conduct – Rules and Regulations

Any student or student organization that commits or attempts to commit the following misconduct is subject to disciplinary sanction.

1. Academic misconduct including, but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form. Specific procedures for cases of academic misconduct are also described in the Academic Integrity Policy in the General Catalog, the Graduate Student Bulletin, the Faculty Manual and the Honor Code of the Professional Veterinary School, as applicable.

2. Knowingly furnishing false information to any University official, instructor, office, organization or on any University applications. Intentionally initiating or causing to be initiated any false report; any warning or threat of fire, explosion, or any other emergency.
3. Forgery, alteration, misuse, mutilation, or unauthorized removal of any University document, record, identification, educational material, or property.
4. Disruption or obstruction of teaching, classroom or other educational interactions, research, administration or disciplinary proceedings, residential communities, or participation in an activity that disrupts normal University activities, and/or threatens property or bodily harm or intentionally interferes with the right of access to University facilities or freedom of movement of any person on campus. Disruption or obstruction also includes any form of abuse, threat, intimidation, bullying, coercion, harassment or attempt to influence any person who submits a report, cooperates with any investigation or acts as a witness in relation to an alleged violation of this Student Conduct Code or any federal or state law.
5. Engaging in behavior or activities that obstruct the right of free speech or expression of any person on campus. (For more information, refer to the CSU policy on Freedom of Expression and Inquiry, which addresses student rights and responsibilities related to political expression and contact the Conflict Resolution and Student Conduct Services Office if you believe you have been treated differently because of your political, or other, perspectives.)
6. Abusive conduct, including physical abuse, verbal abuse, threats, intimidation, bullying, stalking, coercion, and/or other conduct which threatens or endangers the physical or psychological health, safety, or welfare of one's self, another individual or a group of individuals.
7. Harassment, meaning verbal or physical harassment on the basis of gender, race, sexual orientation, age, religion, or physical disability, including but not limited to any violation of federal or state laws, or University policy, prohibiting harassment.
8. Sexual misconduct including, but not limited to: obscene, lewd, or indecent behavior; deliberate observation of others for sexual purposes without their consent; taking, sharing, or posting of photographs/images of a sexual nature without consent; possession or distribution of illegal pornography; viewing or posting pornography in public venues; unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct that is severe or pervasive; physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but limited to rape, sexual assault, sexual battery and sexual coercion; or any similar act in violation of state or federal law or the Student Sexual Harassment and Violence Policy.

9. Rioting: aiding, abetting, encouraging, participating in or inciting a riot. Failing to disperse at the direct request of police or University officials.
10. Failure to comply with the verbal or written directions of any University officials or law enforcement officers acting in the performance of their duties and in the scope of their employment, or resisting police officers while acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.
11. Attempted or actual theft of, damage to, use of, or possession of other persons' or University property or identity or unauthorized use of such; unauthorized entry, use, or occupation of other persons' or University facilities, property, or vehicles; or unauthorized possession, duplication, or use of University keys or access devices.
12. Illegal use or possession on University property of firearms or simulated weapons; other weapons such as blades larger than pocket knives; ammunition or explosives; dangerous chemicals, substances, or materials; or bombs, or incendiary devices prohibited by law. Use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others. Weapons for sporting purposes shall be stored with the University Police.
13. Violations of any rules, contracts, or agreements governing residence in or use of University owned or controlled property, and athletic or other authorized special events. Violation of any University policy, rule, or regulation, which is published in hard copy or available electronically on the University Website.
14. Unauthorized soliciting or selling in violation of the University solicitation policy.
15. Violation or conviction of any federal or state law or local ordinance.
16. Use, possession, manufacturing, or distribution of alcoholic beverages except as expressly permitted by law or University policy. Alcoholic beverages may not be used by, possessed by, or distributed to any person under twenty one (21) years of age.
17. Use, possession, manufacturing, or distribution of illegal drugs including but not limited to marijuana, narcotics, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances are prohibited. Use or possession of prescription drugs other than for the person prescribed, or for use other than the prescribed purpose are prohibited. Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use illegal drugs are prohibited.
18. Abuse of computer facilities or technological resources including but not limited to: unauthorized entry to, or use of computers, access codes, telephones and identifications belonging to the University or other members of the University

community; unauthorized entry to a file to use, read, transfer, or change the contents, or for any other purpose; interfering or disrupting the work of any University member; sending abusive or obscene messages or images; disrupting the normal operation of the University computing systems; violating copyright laws; or any other violation of the University computer use policy.

19. Abuse of the student conduct system including: failure to obey the notice to appear for a meeting or hearing; falsification, distortion, or misrepresentation of information; disruption or interference with the orderly conduct of a hearing; failure to comply with any requirements involving no contact with Complainants or witnesses or limitations related to access to specific facilities; harassment or intimidation of any person involved in a conduct proceeding; failure to comply with disciplinary sanctions or requirements.
20. Assisting, conspiring, or inciting others to commit any act of misconduct set forth in 1 through 19 above.

## **B. Rules and Regulations Specific to Student Organizations (in addition to 1-20 above)**

1. Violations of any rules, contracts, or agreements governing: recognized student organizations; Sport Clubs; Greek organizations; alcohol use, travel, solicitation, risk management, or hosting of events on or off University property; and participation in or attendance at athletic or other authorized special events. Violation of any University policy, rule, or regulation that is published in hard copy or available electronically on the University Website.
2. Hazing, which includes any act that endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is not neutral; they are violations of this rule.

## **C. Jurisdiction**

### **1. Location**

The Colorado State University Student Conduct Code applies to conduct that occurs on University premises and at University-sponsored programs or activities. It also applies to off-campus conduct that adversely affects the University community, poses a threat to persons or property, or damages the institution's reputation or relationship with the greater community. In addition, Colorado State University, in



collaboration with the Fort Collins community, may respond to student violations of community-based laws and ordinances designed to protect civility and quality of life. The Director of Conflict Resolution and Student Conduct Services decides whether the Student Conduct Code applies to off-campus conduct on a case-by-case basis.

2. Duration

The University holds each student accountable to the Student Conduct Code from application for admission through the actual awarding of a degree. This includes periods before classes begin or after classes end, during the academic year, and between terms of actual enrollment. The disciplinary process may proceed even if the student withdraws from school while a disciplinary matter is pending.

3. Academic units

Academic faculty, departments, and colleges are responsible for establishing orderly procedures for academic and classroom discipline. Each instructor is primarily responsible for communicating standards of academic integrity and classroom behavior, implementing University policy, and responding to behavioral issues. Instructors may consult with and/or refer matters to Conflict Resolution and Student Conduct Services to consider University disciplinary charges or other means of conflict resolution. Faculty actions related to classroom discipline are reported to Conflict Resolution and Student Conduct Services and kept as part of the student disciplinary record.

Procedures for academic misconduct cases are also detailed in the Colorado State University Faculty and Administrative Professional Manual, General Catalog, the Graduate and Professional Bulletin, the Honor Code of the Professional Veterinary Medicine Program, and the School of Public Health as applicable.

4. Violation of Law and Colorado State University Discipline

A student may face both University disciplinary proceedings and criminal or civil litigation charges, since the same factual situation may allegedly violate both the Student Conduct Code and criminal or civil law. University discipline proceedings may happen before, during, or after civil or criminal proceedings. These proceedings are entirely separate; legal outcomes do not affect the university discipline process.

5. Interim Suspensions

When serious charges are filed against a student, whether criminal, civil, or conduct, the Director of Conflict Resolution and Student Conduct Services may temporarily suspend the student from the University and/or residence halls until those charges are resolved.

a. University Suspension

In certain limited circumstances, the Director of Conflict Resolution and Student Conduct Services may make an administrative determination that the continued presence of the student could constitute a threat or danger to the University community, and such person may be temporarily suspended from the University and/or residence halls pending the disposition of criminal or University charges.

b. Residential Suspension

The Director of Residence Life in consultation with the Director of Conflict Resolution and Student Conduct Services may make the determination to temporarily suspend a student from the residential facilities. In these cases, the student does not lose other University privileges and may continue attending classes pending the resolution of charges. The student is responsible for finding alternative housing at his/her own expense. Parents will be notified of an interim residential suspension, if the student is under the age of 21, by the Director of Residence Life.

c. Interim Residential Suspension

The student is suspended from residing, dining, or being around University residence halls until the charges are resolved. The student does not lose other University privileges and may attend classes. If the student is under 21, the Director of Residence Life notifies the student's parents of the interim residential suspension. The student must arrange for off-campus housing at his/her own expense.

d. Interim University Suspension

The student is denied access to campus, classes, and University activities and privileges until the charges are resolved.

These conditions may warrant interim suspension:

1. To ensure the safety and well-being of University members or residential communities
2. To ensure the student's own safety and well-being
3. To preserve University property
4. To prevent disruption or interference with normal University operations

e. Criminal or Civil Charges

Upon the filing of charges in the criminal or civil courts involving an offense of a serious nature, and an administrative determination is made that the charges meet one or more of the conditions listed above, the student may be temporarily suspended from the University and/or residence halls pending the disposition of

the criminal/civil charges. In these cases, the University may not have access to investigative reports or be in the best position to independently determine the factual nature of the charges without a finding through the courts.

During the Interim Suspension, a student may be denied access to the residence halls and/or the campus (including classes) and/or all other University activities or privileges for which the student might be otherwise eligible.

The student is notified in writing of the terms of the Interim Suspension and the reasons for this action. The student may request a meeting to show cause why his or her continued presence on the campus does not constitute a threat. **If the student requests a meeting regarding the Interim Suspension, the Hearing Officer prior to making a decision, may consult with appropriate University officials, including but not limited to the CSU Police Department or other security personnel.**

The Interim Suspension does not replace the regular process, up to and through a University Hearing, if required.

#### **D. Jurisdiction - Student Clubs and Organizations**

1. Student Clubs and Organizations enjoy rights and privileges associated with official recognition by the University. They are also subject to disciplinary action for violation of these policies specific to Student Organizations:
  - a. Student Organizations, as well as their members, may be held collectively and/or individually responsible for violations if the misconduct occurs: on University property; on premises used or controlled by the organization or its members; or at University, or student organization-sponsored activities.
  - b. Student Organizations are encouraged to engage in the practice of effective self-governance. Student members, organizational leaders, faculty/staff advisors, the University Student Organizations Office, Campus Recreation/Sport Clubs Programs, All University Hearing Board, Conflict Resolution and Student Conduct Services, and the Vice President for Student Affairs have a shared responsibility for upholding the Student Conduct Code.
  - c. The officers or leaders of a student organization may be held collectively and/or individually responsible when such violations are committed by persons associated with the organization who have received consent or encouragement from the organization's officers or leaders or if those officers or leaders knew that such violations were being or would be committed.
  - d. The officers or leaders of a student organization may be directed to take action designed to prevent or end such violations by the organization or by any persons associated with the organization. Failure to comply with a directive may be

considered a violation of the Student Conduct Code, both by the officers or leaders of the organization and by the organization.

- e. Alleged infractions related to the Student Organization as an entity (broader responsibility than the isolated behavior of individual members) will be addressed by the All University Hearing Board. Responsibilities and standards of Sport Clubs, Greek Organizations and other recognized Student Organizations may appear in their respective conduct codes or policies.
- f. The appellate jurisdiction over Student Organization conduct hearings will be retained by the Director of Conflict Resolution and Student Conduct Services or his/her designee. If the Director serves as the original Hearing Officer, the Vice President of Student Affairs shall appoint a three person committee to consider the appeal. The committee shall then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal.
- g. All cases may be reviewed by the Director of Conflict Resolution and Student Conduct Services and ultimately the Vice President for Student Affairs. In more serious cases or when pervasive patterns of problem behaviors exist, the University may take action concurrently with, instead of, or independently of the All University Hearing Board.
- h. Individual members of student organizations are responsible for their own behavior and are subject to the standards and responsibilities as defined in this policy. The Director of Conflict Resolution and Student Conduct Services may choose to initiate disciplinary action against any individual organization member as would be done in the case of any student.

## **E. Jurisdiction - Fraternities and Sororities**

1. Fraternities and sororities are private, independently chartered organizations that may also be officially recognized student organizations. Some chapters have members that reside in a housing facility located off University property. These facilities are neither owned nor operated by the University. Fraternities and sororities are responsible to their Inter/National Organizations through their charter agreements and to the University through the University Relationship Agreement/Statement of Expectations and University recruitment, risk management, and alcohol policies that apply to recognized student organizations through this Student Conduct Code.
2. Fraternities and sororities are encouraged to engage in the practice of effective self-governance. Student members, chapter leadership, student governing councils (Interfraternity, Panhellenic, Multicultural Greek, and National Pan-Hellenic Councils), chapter advisors, University Office of Greek Life, Conflict Resolution and Student Conduct Services, Vice President for Student Affairs, and Inter/National

- Organization Leadership have shared responsibility for upholding the Student Conduct Code and disciplinary rules affecting Greek Life.
3. The Governing Councils have jurisdiction over all member chapters and colonies. Alleged infractions related to the chapter as an entity (broader responsibility than the isolated behavior of individual members) will be addressed by the All University Hearing Board.
  4. The All University Hearing Board will follow the general procedures for hearings, decisions, and sanctions as outlined in this policy and the Student Organization Conduct Board Procedures.
  5. The decisions of this board may be reviewed by the Director of Conflict Resolution and Student Conduct Services and ultimately the Vice President for Student Affairs. In more serious cases or when pervasive patterns of problem behaviors exist, these University offices may take action concurrently with or independently of the All University Hearing Board.
  6. Individual members of fraternities and sororities are responsible for their own behavior and are subject to the standards and responsibilities as defined in this policy. The Director of Conflict Resolution and Student Conduct Services may choose to initiate disciplinary action against any individual fraternity or sorority member as would be done in the case of any student living off campus.

## Article IV: Student Conduct Code Procedures—Individual Students

### A. Charges

1. The discipline process begins when Conflict Resolution and Student Conduct Services receives a written account of the incident: police reports; residence hall incident reports; or reports from faculty, administrative staff, students, other members of the University community, or from outside the University community. **Anonymous reports are not sufficient to begin the disciplinary process. In some instances, additional investigation may be warranted in response to an anonymous report and lead to documentation from an identifiable source that warrants charges of a Student Conduct Code violation.**
2. The Hearing Officer may decide the incident warrants a University disciplinary hearing and charges the student with one or more Student Conduct Code violations. The Hearing Officer may also seek or conduct an additional investigation.
3. In some cases, the Hearing Officer may offer alternative dispute resolution such as Restorative Justice or mediation, if all parties involved are willing. All parties receive a written summary of the resulting agreements, which are binding and not subject to appeal. If the student violates these agreements, s/he may face additional disciplinary action.

4. **Responsible Action Exemption:**

- a. **Background.** The health and safety of members of the Colorado State community is a primary concern. Students are encouraged to make responsible decisions in emergency situations that result from alcohol and other drug abuse (to include alcohol poisoning, overdose, serious injury, and victims of sexual assault) and to seek medical attention for someone who is in danger because of intoxication. Colorado State University seeks to remove the barriers that prevent students from seeking the medical attention they need. Therefore, students should alert Residence or Apartment Life staff, the Colorado State University Police Department, Fort Collins Police Department (when off campus) or other university personnel when they or another person are in danger. (
- b. **Students Seeking Help for Self or Others – Exemption from Discipline.** Students, both on and off campus, who seek medical attention for themselves or on behalf of another student related to consumption of drugs or alcohol will not be charged with violations from the Student Conduct Code relating to that incident, provided that the student completes an assessment and any recommended treatment by the Hearing Officer. Failure to complete an assessment may result in charges filed with the Office of Conflict Resolution & Student Conduct Services. Parental notification may occur for students that are under the age 21 who have been transported to the hospital in need of medical assistance.
- c. **How to Receive Exemption:** If a student believes he or she qualifies for a disciplinary exemption, he or she must complete the following steps:
  - The student who contacts an appropriate resource (i.e. law enforcement or University staff) on behalf of an intoxicated student must remain with the intoxicated student.
  - The student seeking assistance for an intoxicated student must provide law enforcement or staff his/her name when they call.
  - The student who calls, or needed assistance, must contact the Office of Conflict Resolution & Student Conduct Services within three (3) business days of the incident.
  - The students seeking an exemption must submit confirmation to the office of Conflict Resolution & Student Conduct Services an assessment was completed and he or she has complied with any additional educational or treatment requirements of the Hearing Officer.
- d. **Limitations to Exemption.** The disciplinary exemption does not apply to students or student organizations experiencing an alcohol or drug-related medical emergency that are found by university staff (i.e. Residence or Apartment Life staff, Colorado State Police Department, Fort Collins Police Department, Faculty, or Administrative Staff). The help must be sought by, or on behalf, of the student. In cases of repeated violations of the Student Conduct Code, the University reserves the right to take judicial action on a case by case basis regardless of the

manner in which the incident was reported. The University reserves the right to adjudicate any case in which the violations are egregious. Individual students that make calls to assist other students in medical need will not have a limit on opportunities to receive the disciplinary exemption. Students in need of medical assistance shall receive only one exemption, regardless of who calls for assistance.

- e. Records. All proceedings and records directly related to a Responsible Action Exemption will be considered educational and will not be maintained as discipline records. If a student is under 21 years of age, parents may be notified.

## **B. Hearing Notification**

1. The student (respondent) is notified of the charges in writing, along with the date, time, and location of the hearing. A report of the incident **may** be included with the notice letter or may be available from the responding law enforcement agency. The student has no less than three (3) business days to prepare for the hearing (unless the student and Hearing Officer agree otherwise) nor typically more than fifteen (15) business days after the student has been notified of the charges (maximum time may be extended at the discretion of the Hearing Officer taking into consideration scheduled breaks, etc.).
2. The letter of notice may contain specific requirements or restrictions, until the matter is resolved through the student conduct process. These requirements could include, but are not limited to, temporary relocation in campus housing, restriction from specific campus locations, or orders prohibiting contact with Complainants or witnesses. The notice letter is sent to the student's current email address on record with the University. The letter may also be served to the student by the University police.

## **C. Options for Resolution of Disciplinary Charges**

After reviewing the letter of notice and incident report, the Respondent may either accept responsibility or dispute the charges. If disputing, the Respondent should notify the Hearing Officer before the hearing.

If the Respondent disputes the charges, the case may require additional investigation or preparation time. The student or the Hearing Officer may ask to reschedule the hearing to allow more time to prepare. **Student requests to reschedule will be considered by the Hearing Officer, based on the totality of circumstances, and may be granted or denied at the Hearing Officer's discretion.**

## D. Hearings

University Hearing Officers conduct Disciplinary Hearings using these guidelines:

1. The Complainant and the Respondent may bring an advisor or support person to the hearing, at their own expense. Such advisor may be an attorney. The advisor is limited to counseling the student; s/he may not represent the student, speak on the student's behalf, or participate directly in the hearing. Advisors may not serve in a dual role as a witness in the hearing. University Hearing Officers may also consult with or include University Counsel as an advisor at the hearing.
2. University disciplinary hearings are considered private educational interactions between the student(s) and the University. The Complainant, Respondent and their advisors, if any, may attend the entire hearing (excluding deliberations). Others may attend at the discretion of the Hearing Officer.
3. The Hearing Officer may consider records, exhibits, and written statements. The Complainant and the Respondent shall have the opportunity to review and respond to any reports or statements the Hearing Officer considers, but copies must be requested in writing. Student requests for copies will be considered by the Hearing Officer, based on the totality of circumstances including the sensitive nature of the allegations or information, and may be granted or denied at the Hearing Officer's discretion. If the request for copies is denied, the information may be reviewed at the Conflict Resolution and Student Conduct Services Office.
4. The Complainant and the Respondent may present their own versions of the incident to the Hearing Officer. They may include written statements and witnesses.
5. If the Respondent misses the scheduled hearing, the Hearing Officer may make a decision with the information available.
6. If the Respondent disputes the charges, the hearing may be recorded. The recording is the property of the University. If a student wishes to obtain a copy of the hearing record, a request must be submitted in writing to the Conflict Resolution and Student Conduct Services Office. This may be done via FAX, mail, or in person. If the student wishes to have a copy, the recording of the hearing must be reduced to a written transcript at the student's expense. This must be done by a certified court reporter and prepaid by the student. Alternatively, the recording may be made available for the Complainant or Respondent to listen to within the Conflict Resolution and Student Conduct Services Office.
7. In disputed cases, the Complainant, the Respondent, and the Hearing Officer may bring or request relevant witnesses. If the Complainant or Respondent requests witnesses identified in the report at least two business days before the hearing, the Hearing Officer will make reasonable efforts to arrange for the attendance of the requested witnesses. Witnesses may be present only when they are giving information. Only the Hearing Officer may ask questions; the Respondent and/or



Complainant may suggest questions for each other or witnesses. The Hearing Officer guides all questioning and limits repetition/statements. All procedural questions are subject to the final decision of the Hearing Officer.

8. The Hearing Officer may reschedule the hearing if the case requires further investigation or to accommodate irresolvable scheduling conflicts.
9. If a case involves more than one Respondent, the Hearing Officer may permit the students to have combined or separate hearings.
10. The Hearing Officer may accommodate witnesses through conference phone calls or other alternate means. Accommodations may also be made related to concern for their personal safety or fear of confrontation with the Complainant, Respondent, or other witnesses. Possible accommodations include separate facilities, a visual screen, participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means.
11. The formal rules of process, procedure, or evidence used by the justice system do not apply to the discipline process.

## E. Decisions

1. After the hearing, the Hearing Officer decides the outcome of each charge based on the 'preponderance of evidence' standard - whether it is more likely than not that the Respondent violated the Student Conduct Code.
2. The Hearing Officer determines appropriate disciplinary action based on the incident's severity, impact on others, and the student's past record of conduct violations. Possible actions include limits or conditions, relocation in campus housing, restitution, community service, and/or educational programs and interventions related to alcohol or drug use, ethical decision making, personal counseling, community issues, and restorative justice.
3. The Respondent receives the Hearing Officer's decision in writing within ten (10) business days of the hearing. The decision includes: determination of responsibility, level of discipline imposed, and a complete description of any sanctions or requirements. In sex offense cases, both the accuser and the accused receive the Hearing Officer's decision. A copy of the decision may also be sent to other appropriate University offices. **Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act (FERPA). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused. The notification shall consist of the determination of responsibility, level of discipline imposed, and a complete description of any sanctions or requirements. In disputed cases, when the Respondent is found responsible for the charges, the notification will also include a summary of the basis for the determination.** (Recommended via Title IX)

3. The Respondent may not release decision letters that include victim's information to unauthorized third parties. If s/he does, s/he may face additional disciplinary charges.

## F. Sanctions

Due to the educational and assessment based nature of the conduct process, the Hearing Officer considers the totality of information provided in determining the appropriate outcomes and sanctions following hearings. The Hearing Officer may impose one or more of these sanctions as appropriate for the student's personal development and the well-being of the campus community. The following sanctions may be applied when appropriate to individual students. More than one of the sanctions listed below may be imposed for any single violation. If the student fails to complete disciplinary sanctions by the stated deadline, a "hold" is placed on the student's registration status.

### 1. No Action

The Hearing Officer finds that the charges are unsubstantiated or exonerates the student. The decision letter specifies that the charges are cleared and **no disciplinary action is taken.**

### 3. Warning or Written Reprimand

A student is formally warned or reprimanded for minor infractions.

### 3. General Disciplinary Probation

Probation is for a designated period of time during which the student is required to show appropriate changes in attitude and behavior. Specific sanctions or restrictions may be imposed as a part of this discipline but do not result in loss of good standing with the University. A violation of the terms of General Disciplinary Probation, or subsequent misconduct after discipline, is grounds for further disciplinary action, including loss of good standing, suspension, or expulsion.

### 4. Disciplinary Probation/Loss of Good Standing

Probation is for a designated period of time in which appropriate changes in attitude and behavior are expected to occur. Specific sanctions or restrictions may be imposed as a part of this probation. The student on disciplinary probation is not in good standing with the University. Loss of good standing prohibits the student from:

- representing the University through official events;
- serving on a University committee
- participating in intercollegiate or Sports Club athletics and

- holding office in a student organization

A student who commits a conduct violation while on probation may face further disciplinary action, suspension or expulsion.

5. Discretionary Sanctions

The Hearing Officer offers or requires educational programs or assignments, Restorative Justice, mediation, community service, individual assessment, counseling, substance abuse education, intervention or treatment, or other discretionary sanctions.

6. Restitution

Compensation for loss, damages, or injury. This may take the form of appropriate service or monetary or material replacement.

7. Grading Penalty

The instructor imposes a grading penalty such as a zero on the assignment, a grade reduction or failure in the class, or loss of the repeat/delete option. This action will be recorded in the student's discipline file. For serious or repeated academic misconduct offenses with reduced course grade, the student's transcript may be marked with "AM" indicating a "reduction of letter grade for Academic Misconduct."

8. Residential Reassignment

A student may be reassigned to another residence hall room or building for disrupting the residential community or to appropriately separate persons.

9. Residential Expulsion

The student is banned from the residence halls permanently. Since first-year students are required to live in University Residence Halls and manage their behavior to comply with community standards, the Director of Conflict Resolution and Student Conduct Services decides if the student is exempted from that requirement.

10. Disciplinary Suspension

Suspension for a distinct period of time. While suspended the student may not attend classes, use University facilities, participate in University activities, or be employed by the University for a certain time. In some instances, the student must fulfill specified requirements before the University will consider re-admission or reinstatement. Special conditions may be stipulated for reinstatement at the conclusion of the period of suspension.

11. Deferred Suspension

Suspension is deferred while the student participates in a designated program, remaining in school under a strict probationary status.

12. Disciplinary Expulsion

The student is permanently separated from the University and may not return. The expulsion is permanently noted on the student's transcript and will not be removed.

13. Revocation of Admission or Degree

The University may revoke admission or a degree for fraud, misrepresentation, or for other serious violations committed by the student prior to matriculation or graduation. Only the Board of Governors may revoke a degree.

14. Withholding Degree

The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of sanctions imposed.

15. Parental Notification

The University notifies parents when a student under age 21 is found responsible for infraction(s) involving alcohol, drugs, or violence, and is placed on disciplinary probation, suspended, or expelled from the residence hall or University.

## **G. Appeal of a Disciplinary Decision**

1. A Hearing Officer's decision may be appealed to the University Discipline Panel by either the Respondent(s) or Complainant(s). The student must submit a written request for an appeal within 7 business days after the decision is sent to the student. The appeal request must include the reasons for the request and be addressed to the Chair of the University Discipline Panel. Administrative support for the Discipline Panel is provided through Conflict Resolution and Student Conduct Services. The appeal request shall be delivered to that office within seven (7) business days of the date the appellant is notified of the decision rendered by the Hearing Officer. Failure to submit a request for appeal in writing within the specified time will render the Hearing Officer's decision as final.

Except as necessary to explain the basis of new information, an appeal shall be limited to a review of the record of the hearing and supporting documents for one or more of the following reasons: The Chair of the University Discipline Panel considers the request based on:

- a. Whether the hearing was conducted fairly, giving both the Respondent and Complainant the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for sustaining an appeal unless there is an adverse effect on the outcome of the hearing.
  - b. Whether the decision was based on substantial and sufficient information. That is, whether there was information presented in the case that, if believed by the Hearing Officer, was sufficient to establish that a violation of the Student Conduct Code occurred.
  - c. Whether the sanction(s) imposed were appropriate for the violation.
  - d. Whether the decision separates the student from the University through disciplinary suspension or expulsion.
  - e. To consider new information that was not available for the hearing.
  - f. To petition for removal of a disciplinary transcript notation or for eligibility to re-apply to the University after completing the terms of a disciplinary suspension. Appeals are directed to the panel only when the University Hearing Officer determines the original terms were not satisfactorily completed.
2. The Chair of the Discipline Panel will review the written request for appeal to determine if the acceptable grounds for the appeal are met. After reviewing the appellant's request, which may include but is not limited to review of the record and/or meeting with the parties involved and/or the Hearing Officer, the Chair of the Discipline Panel shall take one of the following actions makes one of these decisions:
    - a. Deny the appeal.
    - b. Return the case to the Hearing Officer or Director of Conflict Resolution and Student Conduct Services for further consideration. The student must abide by the original conditions while the case is under review.
    - c. Convene an Appeals Committee to review the record of the original case.
    - d. Grant a hearing with an Appeals Committee to consider new information.
  3. When an appeal is granted, the Appeals Committee reviews the record or schedules a hearing of new information, if necessary. In the meantime, the Respondent must comply with all restrictions of the Hearing Officer's original decision, including separation from University housing, no contact orders, restrictions from particular facilities, interim suspensions, or other conditions. Unless otherwise specified, a student may continue to attend classes while the appeal is pending.
  4. When questions of law arise, the Chair may consult with University Legal Counsel.

5. A list of Discipline Panel members is provided to the Respondent and/or the Complainant(s). The Hearing Officer, ~~or~~ Respondent or Complainant may request, to the Chair, the removal of a member of the panel with cause. The Chair decides whether or not to remove members. Members of the panel shall excuse themselves if they have a conflict of interest. The Chair of the University Discipline Panel either chairs the Appeals Committee or selects a Chair from among the faculty members of the University Discipline Panel. The remaining two faculty and two students are selected from the remaining names following a rotation schedule.
6. If a hearing is granted to consider new information, it follows the general hearing process.
7. The Appeals Committee does one of these things:
  - a. Reverses the decision: the committee disagrees with the Hearing Officer's evaluation of evidence. If the appeal is resolved in the Respondent's favor, the disciplinary decision is changed to "No Action". If the appeal is resolved in the Complainant's favor, the case is referred back to the Hearing Officer or Director of Conflict Resolution and Student Conduct Services for possible revision of sanctions.
  - b. Affirms the decision: the committee agrees that the information supports the Hearing Officer's decision.
  - c. Returns the case to the Hearing Officer or Director of Conflict Resolution and Student Conduct Services for further consideration: the committee may recommend increasing or decreasing the penalty or addressing additional issues. While the case is being re-considered, the student must continue to abide by any stated conditions.
8. The Appeals Committee communicates its decision to the appellant in writing. Unless the case is returned to the Hearing Officer for further consideration, the Committee's decision is considered final.
9. The University Discipline Panel consists of ten (10) academic faculty members and ten (10) students. Faculty is nominated by the Faculty Council Committee on Faculty Governance each year in February. Members are elected by Faculty Council in April. Faculty members serve three-year terms, staggered so that approximately one-third are elected each year. Terms of office begin July 1 after each election. All full-time academic faculty above the rank of instructor are eligible for membership, unless they have administrative appointments of more than half time. A member who has served two consecutive terms is ineligible for reappointment for a period of two years. Vacancies are filled in the same manner as the initial selection of the resigning member.
10. Student members are nominated by the President of the Associated Students of Colorado State University and ratified by the ASCSU Senate. Student members serve a one-year academic term. Any vacancies will be filled as quickly as possible

using the same process of nomination by the President and ratification by the ASCSU Senate. ASCSU leaders or their designees, who have received appropriate training, may serve on the panel, as needed, over winter or summer breaks or if selected members are not available. All full-fee paying students in good standing with the university are eligible for membership on the University Discipline Panel.

11. The Chair of the Discipline Panel is an administrative nomination made by the Vice President for Student Affairs and is approved by the Faculty Council. The Chair must be re-approved by the Faculty Council every three years but is otherwise not subject to specific terms limits.

## **H. Other Appeals**

1. Housing Re-assignments or Cancellation of the Residence Hall Contract

Residential move appeals are made directly to the Director of Residence Life whether or not an appeal of the entire disciplinary decision is filed with the Discipline Panel.

2. Grading Penalty

If the student disputes a finding of academic misconduct and an associated grading penalty, the student may request a disciplinary hearing through Conflict Resolution and Student Conduct Services. The request must be submitted (or postmarked, if mailed) no later than within thirty (30) calendar days after the next semester's first day of classes of the next regular semester following the date the grade for the course was initially recorded or subsequently revised. If the Hearing Officer clears the charges, the instructor revises the grade, considering only academic performance and disregards the academic misconduct charge. If the Hearing Officer finds the student responsible for academic misconduct, the grading penalty stands and additional sanctions may be imposed. .

## **Article V: All University Hearing Board Procedures**

### **A. Composition**

The All University Hearing Board will be composed of at least seven and up to eleven students; made up of members of the Greek community and/or members of the Associated Students of Colorado State University (ASCSU) Supreme Court.

### **B. Charges**

1. Any member of the University or larger community may report alleged misconduct involving a student club or organization in writing to Conflict Resolution and Student

Conduct Services or the respective advising staff or student leaders (i.e. Student Involvement and Activities, Greek Life, Sports Club, ASCSU). If a University staff member is notified of an incident from an outside person or entity, the staff member may document the call and prepare the charging report. If the reporting person fears retribution, the name may be withheld by the reporting staff member at the discretion of the Director of Conflict Resolution and Student Conduct Services. Anonymous calls or reports may warrant additional investigation to substantiate the validity of the complaint.

2. After reviewing the written report, the Director of Conflict Resolution and Student Conduct Services (or designee) may charge the student organization with a Student Conduct Code violation and refer the case to the All University Hearing Board.
3. **Responsible Action Exemption:**
  - a. **Background.** The health and safety of members of the Colorado State community is a primary concern. Students are encouraged to make responsible decisions in emergency situations that result from alcohol and other drug abuse (to include alcohol poisoning, overdose, serious injury, and victims of sexual assault) and to seek medical attention for someone who is in danger because of intoxication. Colorado State University seeks to remove the barriers that prevent students from seeking the medical attention they need. Therefore, students should alert Residence or Apartment Life staff, the Colorado State University Police Department, Fort Collins Police Department or other university personnel when they or another person are in danger.
  - b. **Student Organizations – Exemption from Discipline.** Student organizations and their leaders/members that seek immediate assistance from appropriate sources will not be charged with violations of the Student Conduct Code related to alcohol and other drugs, providing that the organization’s members and/or the student impacted, including the organization’s leaders, completes an assessment and any recommended treatment by the University Hearing Officer. The organization must also cooperate with University officials and procure its members for training or educational programs deemed necessary or advisable by the Hearing Officer. Failure to complete an assessment, recommended treatment or training/educational programming may result in charges from the Conflict Resolution & Student Conduct Services Office.
  - c. **How to Receive Exemption:** The student and organization that seeks a disciplinary exemption must complete the following steps:
    - The student who contacts an appropriate resource (i.e. law enforcement or other University staff) on behalf of an intoxicated student must remain with the intoxicated student. Alternatively, a leader from the student organization may also remain with the intoxicated student.



- The student seeking assistance for an intoxicated student must provide law enforcement or staff his/her name when they call. Alternatively, a leader from the student organization may also provide his/her name.
  - The student who calls and representative from the organization's leadership must contact the Office of Conflict Resolution & Student Conduct Services within three (3) business days of the incident.
  - The student and/or organization's leadership must work with the organization's membership and submit confirmation to the office of Conflict Resolution & Student Conduct Services an assessment was completed by all members deemed necessary by the Hearing Officer, and that any additional educational or treatment requirements have been completed.
- d. Limitations to Exemption. The disciplinary exemption does not apply to students or student organizations experiencing an alcohol or drug-related medical emergency that are found by university staff (i.e. Residence or Apartment Life staff, Colorado State Police Department, Faculty, or Administrative Staff) or local law enforcement. The help must be sought by, or on behalf, of a student. In cases of repeated violations of the Student Conduct Code, the University reserves the right to take judicial action on a case by case basis regardless of the manner in which the incident was reported. The University reserves the right to adjudicate any case in which the violations are egregious. The University may consider all prior exemptions granted to student organizations in determining whether additional exemptions should be granted. If it is determined that a student organization is engaging in repeat, similar conduct that results in alcohol or drug related incidents that negatively impact the campus or community, exemptions may be denied. No exemptions will be provided related to any activities that may constitute hazing in violation of the Student Conduct Code or Colorado law.
- e. Records. All proceedings and records directly related to a Responsible Action Exemption will be considered educational and will not be maintained as discipline records. If the incident involves a student under the age of 21, parents may be notified.

## C. Hearing Notification

1. Charges are presented to the Respondent Student Organization in writing. This letter of notice sets a date and time for the hearing and may also provide a copy of the initiating report(s). Hearings are arranged as quickly as possible and may be extended until after scheduled breaks.
3. The letter of notice may include specific requirements or restrictions as needed to protect students, the student organization, or the University. These requirements may include temporary suspension of activity until the matter is resolved through the

conduct process or orders prohibiting contact with Complainants or witnesses. The notice letter will be sent to the Student Organization President and local Advisor(s) and Inter/National Organization (if any).

#### **D. Options for Resolution**

1. The President and Advisor of the Student Organization meet with the designated Chairperson(s) of the All University Hearing Board to discuss the charges and the options. If the charges are disputed or if sanctioning is best determined by the board, the case moves forward to the All University Hearing Board for a discipline hearing.
2. In some cases, the Director of Conflict Resolution and Student Conduct Services may offer alternative resolution such as Restorative Justice or mediation if all parties are willing. A written summary of these agreements are provided to all parties; they are binding and may not be appealed. If the organization violates the agreements, it may face additional disciplinary action.

#### **E. Hearings**

Disciplinary Hearings are conducted by the All University Hearing Board using these guidelines:

1. The President of the Respondent organization may bring an advisor or support person, at the organization's expense. Such advisor may be an attorney. The advisor may only counsel the student(s) and may not represent the student organization, speak on the organization's behalf, or participate directly in the hearing. Advisors may not serve in a dual role as a witness in the hearing. The All University Hearing Board may also consult with University Counsel.
2. All University Hearing Board hearings are considered private educational interactions between the student organization and the University. The Complainant, Student Organization representatives, and their advisors may attend the entire hearing (excluding deliberations).
3. The All University Hearing Board may consider records, exhibits, and written statements. The Complainant and Respondent Student Organization representatives may review and respond to those reports or statements.
4. The Complainant and the Respondent Student Organization representatives may present their own perspectives of the incident.
5. If the Respondent Student Organization representatives miss the hearing, the All University Hearing Board may decide the outcome based on the available information.

6. Witnesses may be called or requested by the Complainant, the Respondent Student Organization representatives, and the All University Hearing Board. If the Complainant or Respondent Organization requests witnesses identified in the report at least two business days before the hearing, the Hearing Officer will try to arrange it. Witnesses outside of the University community may participate via conference call or the University staff member who responded to the complaint may present the original complaint. Witnesses are present only while they present information in the hearing. Witnesses answer questions from the All University Hearing Board. Questions may be suggested by the Respondent Student Organization and/or Complainant to be answered by each other or by witnesses. The All University Hearing Board guides all questioning and limits repetition.
7. The All University Hearing Board may reschedule the hearing to allow time for investigation or to accommodate irresolvable scheduling conflicts.
8. If the hearing involves more than one Respondent Student Organization, the All University Hearing Board may conduct the hearings concerning either jointly or separately.
9. The All University Hearing Board may accommodate safety concerns or fears of confrontation/retribution by the Complainant, Respondent Student Organization, or other witnesses. Accommodations may include separate facilities, a visual screen, participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means.
10. Formal rules of the justice system do not apply to the University discipline process.

## **F. Decisions**

1. The All University Hearing Board decides the outcome of each charge based on the 'preponderance of evidence' standard - whether it is more likely than not that the Respondent Student Organization violated the Student Conduct Code.
2. The All University Hearing Board determines appropriate disciplinary action, considering the incident's severity; impact on others; willingness to remedy the situation; sanctions or restrictions; and past discipline record.
3. The All University Hearing Board sends its decision in writing to the student organization within ten (10) business days of the hearing. The decision includes responsibility, discipline level, and a complete description of sanctions or requirements. A copy of the decision may also be sent to other appropriate University offices. The University reserves the right to inform parents of involved students of the disciplinary decisions related to Student Organizations.

3. The Respondent Student Organization may not release decision letters including victims' information to unauthorized third parties. If the organization violates this requirement, it may face additional disciplinary charges.

## **G. Sanctions**

### 1. No Action

The All University Hearing Board clears the charges and takes no disciplinary action.

### 2. Warning or Written Reprimand

A student organization is warned or reprimanded for minor infractions.

### 3. General Disciplinary Probation

The student organization is required to change problem behaviors and implement specific plans or remedies for a certain time. The organization remains in good standing with the University. If the organization commits a conduct violation while on probation, it may face further disciplinary action, including loss of good standing, suspension, or loss of recognition as a Colorado State University Student Organization.

### 4. Disciplinary Probation/Loss of Good Standing

The student organization is required to change problem behaviors and implement specific plans or remedies for a certain time. The organization is not in good standing with the University, which means it may not:

- represent the University
- serve on a University committee
- participate in intercollegiate or Sports Club athletics

If the organization commits a conduct violation while on probation, it may face further disciplinary action, including suspension or removal of recognition.

### 5. Disciplinary Suspension

The organization ceases operations and forfeits the rights and privileges associated with recognition by the University for a certain time. While on suspension, the organization may not: represent itself as affiliated with Colorado State University, participate in University events using the name of the suspended organization, recruit new CSU student members, or use University facilities or resources. The Student Organization must fulfill certain requirements before the University will consider re-instatement.

## 6. Removal of Recognition

Recognized student organizations may lose recognition after a University Hearing. This action deprives the organization of the use of campus resources, the use of the University's name, and the right to participate in campus sponsored activities. This loss of recognition may be for a specific period, for an indefinite period of time, or until stated conditions are met.

## 7. Discretionary Sanctions

The organization participates in educational programs or assignments; Restorative Justice; mediation; community service; substance or intervention; leadership development, ethics, or values development; or other related discretionary sanctions.

## 8. Restitution

The organization compensates for loss, damage, or injury with appropriate service, monetary or material replacement.

## 9. Monetary Fines

The organization pays a fine published by the respective governing board.

## H. Appeals

1. The Director of Conflict Resolution & Student Conduct Services or his/her designee serves as the appellate board for review of decisions made by the All University Hearing Board. If the Director serves as the original Hearing Officer, the Vice President of Student Affairs shall appoint a three person committee to consider the appeal. The committee shall then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal.
2. The Respondent Student Organization or Complainant(s) may appeal the decision of the All University Hearing Board in writing within 7 business days from the decision being sent. The appeal request must clearly state the reasons for the request and be addressed to the Director of Conflict Resolution and Student Conduct Services. After 7 business days the decision of the All University Hearing Board is considered final.
3. The appeal request will be considered based on:
  - a. Whether the original hearing was conducted fairly, giving both the respondent and complaining parties the opportunity to present relevant information.
  - b. Whether the decision is based on substantial and sufficient information.
  - c. Whether the sanctions(s) imposed are appropriate for the violation.

- d. Whether the decision revokes recognition by the University.
  - e. Whether new information exists that was not available at the original hearing.
4. After reviewing the appellant's request, the Director will take one of these actions:
    - a. Deny the appeal.
    - b. Return the case to the All University Hearing Board for further consideration; while the case is being re-considered, the Student Organization must continue to abide by any stated conditions.
    - c. Grant a hearing to consider new information.
  5. If an appeal is granted, the Director will review the record or arrange for a hearing if one is necessary to hear new information. While the decision of the Appeals Committee is pending, the Respondent Student Organization must comply with all conditions of the decision of the All University Hearing Board.
  6. If a hearing is granted to consider new information, the general process outlined under the All University Hearing Board procedures will be used.
  7. The Director or his/her designee may make one of the following decisions:
    - a. Reverse the decision: If the appeal is resolved in the Respondent's favor, the disciplinary decision will be is changed to "No Action." If the appeal is resolved in favor of the Complainant, the case is referred back to the Hearing Officer or Director of Conflict Resolution and Student Conduct Services for possible revision of sanctions.
    - b. Affirm the decision: the committee agrees that the information supports the decision reached by the All University Hearing Board.
    - c. Return the case to the All University Hearing Board for further consideration: the committee believes that additional considerations should be made which could include increasing or decreasing the penalty or addressing additional issues raised through the appeals process. While the case is being re-considered, the Student Organization must continue to abide by any stated conditions.
  8. The Director of Conflict Resolution and Student Conduct Services or his/her designee will communicate his/her decision to the student organization in writing. Unless the case is returned for further consideration, the matter is considered final.
  9. The All University Hearing Board considers members from the ASCSU Supreme Court who are nominated by the President of the Associated Students of Colorado State University and ratified by the ASCSU Senate to serve a two-year academic term. Any vacancies will be filled as quickly as possible using the same process of

nomination by the President and ratification by the ASCSU Senate. ASCSU leaders or students designated by the Director of Conflict Resolution and Student Conduct Services, who have received appropriate training, may serve on the panel, as needed, to achieve a quorum or over summer breaks if selected members are not available. All full-fee paying students in good standing with the university are eligible for membership on the ASCSU Supreme Court. Student members may serve more than one term.

10. The ASCSU Supreme Court Chief Justice is a nomination made by the ASCSU President and subsequent ratification by the ASCSU Senate.

## Article VI: Record of Discipline

### A. Student Records

1. Conflict Resolution and Student Conduct Services maintain student disciplinary records keeping with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), subsequent amendments, and implementation guidelines. These records are maintained for seven years from the date of the last disciplinary decision, if the student is no longer enrolled at the University. All disciplinary records are destroyed after this period, except in cases of expulsion. Information regarding a student's disciplinary record is available to University members or offices with a "demonstrated need to know." Disclosure of disciplinary records to others generally requires a written release from the student.
2. Notations of disciplinary action on the student's transcript will be made only by the Conflict Resolution and Student Conduct Services office. Disciplinary expulsion will be permanently noted on the academic transcript and cannot be removed. Disciplinary suspension is noted on the transcript during the period of suspension and/or until the conditions for re-admission have been met. In the case of suspension, when the conditions for re-admission have been met, the student may petition for admissions clearance and/or removal of the notation whether or not the student intends to return to Colorado State University. If the petition is denied the student may appeal the decision to the University Discipline Panel. The "AM" notation by a course grade as a result of academic misconduct may only be added to the transcript with agreement of both the course instructor and a hearing officer. That negative notation is generally permanent.
3. If a student wants a copy of the record, a request must be submitted in writing to the Conflict Resolution and Student Conduct Services Office. This may be done via FAX, mail, or in person. Once the request has been received, a copy will be made available to the student after three business days. Alternatively, based on the totality of circumstances including the sensitive nature of the allegations or information, the request for copies may be granted or denied at the Hearing Officer's discretion. If

the request for copies is denied, the information may be reviewed at the Conflict Resolution and Student Conduct Services Office.

## **B. Student Organizations**

Disciplinary records related to Student Organizations are kept on file in the Conflict Resolution and Student Conduct Services Office. FERPA prohibits unauthorized disclosure of information considered personally identifiable to any individual student if that information would be considered part of that student's education record. The general disciplinary findings related to Student Organizations may be disclosed publicly or internally to the University.

## Article VII: Victims

### **A. Records**

In situations involving both a Respondent student(s) (or group or organization) and when a student claims to be the victim of another student's or student organizations conduct, the incident record is considered an education record of each party. This provision allows for alleged victims/complainants to participate in the hearing process and be informed of the determination and sanctions imposed, if any. If the alleged victim is deceased as a result of the conduct, the next of kin of such victim may be treated as the alleged victim with regard to requests for information. The victim may ask to be informed (to the extent permitted by law) of the impending return of the Respondent student to campus, if the Respondent met all conditions of the suspension while the victim remains a student.

### **B. Support for Victims:**

1. The University is committed to provide appropriate support and referrals to victims of crimes or violations of the Student Conduct Code. A victim of another person's unlawful or prohibited actions may seek personal support, explore options, and report the incident.
2. Confidential services are available through the Victim Assistance Team, University Counseling Center, CSU Health Network, and Student Legal Services. Other University agencies may be required by law and University policy to take appropriate action when notified.
3. Victims may receive assistance from other appropriate University resources, such as relocation within or to campus housing; academic support services; notification of appropriate persons/agencies; and at the victim's request, University cooperation in using University procedures to deter harassment or retribution.



4. Students are encouraged to report-complaints-of: (Title IX requirement)
  - sexual harassment or discrimination to the Office of Equal Opportunity and Diversity;
  - crimes to the Colorado State University Police;
  - violations of the University Student Conduct Code to residential staff or Conflict Resolution and Student Conduct Services;
  - interpersonal and sexual violence to the CSU police and Victim Assistance Team;
  - violations of their right to free speech in the classroom directly to the instructor involved or his/her department chair or the Conflict Resolution and Student Conduct Services Office.

#### Article VIII: Interpretation and Revision

Under the authority of the President, any question of interpretation or application of the Student Conduct Code shall be referred to the Vice President for Student Affairs or his or her designee for final determination.

The Student Conduct Code shall be reviewed every three years under the direction of the Vice President for Student Affairs, in consultation with the General Counsel and subject to the approval of the University President and Board of Governors.

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:**

Faculty Handbook Amendment – Academic Freedom. The proposed revisions were approved by the CSU-Pueblo Faculty Senate on April 2, 2012 and by a majority of CSU-Pueblo ranked academic faculty voting in a faculty referendum ending April 20, 2012. CSU-Pueblo Administration has also reviewed and approved the proposal.

Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012. This proposal will amend the existing language in Section 2.5 of the Faculty Handbook as specified in the document “Proposed Handbook Revision – Academic Freedom.pdf”.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to Faculty Handbook language relating to Academic Freedom.

**EXPLANATION:**

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

A previous motion to amend this language was approved by the CSU-Pueblo Faculty Senate and by a majority of CSU-Pueblo ranked academic faculty voting in a faculty referendum in 2010. Due to concerns which were then raised by the CSU-System Office of General Counsel about that earlier motion, it did not go forward to the CSU-System Board of Governors at that time.

The current motion was developed by the CSU-Pueblo Faculty Policies and Procedures Committee in coordination with the representatives of CSU System Office of General Counsel to address those concerns. The proposed revisions also parallel language which was approved by the Board of Governors for addition to the CSU-Fort Collins Faculty Manual in December 2011.

## **MOTION TO AMEND FACULTY HANDBOOK LANGUAGE PERTAINING TO ACADEMIC FREEDOM**

### **Rationale**

The faculty, administration and the governing board at CSU- Pueblo have long recognized academic freedom as a principle vital to the effective functioning of institutions of higher learning in the service of the common good. Evidence of this University's commitment to this principle is found in current handbook language pertaining to academic freedom, drawn primarily from the "1940 Statement of Principles on Academic Freedom and Tenure" [AAUP Policy Documents Reports, 1984 edition].

Recently, the Supreme Court ruled that when public employees speak "pursuant to their official duties, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline" (*Garcetti v. Ceballos*). Although the majority expressly left open whether its ruling should apply to "speech related to scholarship and teaching" in public universities, subsequent decisions in the lower federal courts have disregarded this reservation and threaten to diminish the constitutional protection of the academic freedom of faculty whose engagement in governance, as well as their teaching and research, is considered part of their "official duties."

The Faculty Handbook changes proposed in this motion address concerns raised as a result of these post-*Garcetti* rulings by incorporating additional language into Section 2.5.1 (Academic Freedom) and Section 2.5.2 (Professional Ethics) which:

- (a) reaffirms the University's commitment to academic freedom;
- (b) incorporates protections for faculty speech on institutional academic matters and governance; and
- (c) elaborates on faculty and administrative responsibilities related to academic freedom.

For further detail about *Garcetti v. Ceballos* and its potential impact on higher education, visit [www.aaup.org/AAUP/comm/rep/A/postgarcettireport.htm](http://www.aaup.org/AAUP/comm/rep/A/postgarcettireport.htm).

\*\*\*\*\*

Proposed additions appear in underlined bold blue;  
Proposed deletions appear in ~~red-strikeout~~.

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## Proposed Revisions to CSU-Pueblo Faculty Handbook Language

### 2.5 Faculty Rights and Privileges

#### 2.5.1 Academic Freedom

As an academic community, the University embraces certain foundational principles that guide our behaviors. Foremost among these is academic freedom for the academic faculty, a longstanding cornerstone of public higher education in our country. Academic freedom is the freedom of the academic faculty to discuss all relevant matters in the classroom and other academic settings, to explore all avenues of scholarship, research, and creative expression, to speak or write on matters of public concern as well as on matters related to professional duties and the function of the University. These freedoms come with responsibilities; academic faculty are expected to follow professional standards for discourse and publication, to indicate when speaking on matters of public interest that they are not speaking on behalf of the institution, and to conduct themselves in a civil and professional manner consistent with the normal functioning of the University.

The freedoms granted by the First Amendment to the Constitution of the United States are applicable to the faculty member, both as an academician and as a citizen. The University further affirms and follows the ideal that all members of the faculty are entitled to academic freedom as ~~defined~~ set forth in the “1940 Statement of Principles on Academic Freedom and Tenure” [AAUP Policy Documents Reports, 1984 edition], jointly formulated by the American Association of University Professors and the Association of American Colleges. ~~The~~ In particular, the University accepts the following specific excerpts from 1940 Statement ~~as defining what is meant by academic freedom:~~

- a. “Institutions of higher education are conducted for the common good and not to further the interests of either the individual teacher [professor] or the institution as a whole. The common good depends upon the free search for truth and its free expression.”
- b. “Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher [professor] in teaching and of the student to freedom in learning. It carries duties correlative with rights
- c. “The teacher [professor] is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his [her] other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.”
- d. “The teacher [professor] is entitled to freedom in the classroom in discussing his [her] subject, but they should be careful not to introduce controversial matter that has no relation to their subject. .... The intent of this statement is not to discourage what is ‘controversial’. Controversy is at the heart of the free academic inquiry that [this] entire statement is designed to foster. [This] passage serves to underscore the need for teachers to avoid persistently intruding material that has no relation to their subject.”

e. “The college or university teacher [professor] is a citizen, a member of a learned profession, and an officer of an educational institution. When he [she] speaks or writes as a citizen, he [she] should be free from institutional censorship or discipline, but his [her] special position in the community imposes special obligations. As a man [woman] of learning and an educational officer, he [she] should remember that the public may judge his [her] profession and his [her] institution by his [her] utterances. Hence, he [she] should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he [she] is not an institutional spokesman [spokeswoman].”

**A major responsibility of the University Administration is to foster and maintain an environment in which the professional activities of faculty are encouraged through freedom to pursue such activities. Administrators, therefore, must protect, defend, and promote academic freedom as a necessary prelude to the free search for and exposition of truth and understanding.**

### **2.5.2 Professional Ethics**

**Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.**

No set of rules or professional code can either guarantee or take the place of a scholar's personal integrity. The University accepts the following specific excerpts from the “Statement on Professional Ethics” of the American Association of University Professors as defining what is meant by professional ethics:

a. “Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment to using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.”

b. “As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.”

c. “As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.”

d. “As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.”

e. “As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the lights of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”

***Reviewed and approved by Office of General Counsel, February 2012 and by CSU-Pueblo Administration, April 2012. Approved by Faculty Senate, April 6, 2012 and by majority voting in in Faculty Referendum completed April 27, 2012.***

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:**

Faculty Handbook Amendment – Retired Faculty Privileges. This motion to amend the Faculty Handbook language pertaining to Retired Faculty Privileges was approved by Faculty Senate on April 2, 2012 and by a majority of those voting in a faculty referendum ending April 27, 2012. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012. This proposal will amend the existing language in Section 2.5 of the Faculty Handbook as specified in the document “Proposed Handbook Revision - Retired Faculty Privileges.pdf.”

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to Faculty Handbook language relating to Retired Faculty Privileges.

**EXPLANATION:**

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The general intent of the proposal is twofold:

- (a) To nurture opportunities for retired faculty to contribute their experience and expertise to the teaching, research, and outreach missions of CSU-Pueblo; and
- (b) To formally recognize those benefits to which all retired faculty are entitled.

A request to add language that would promote these goals was first brought to the Faculty Senate by the University Retirees Association of Pueblo (URAP) in Spring 2011, but specific Handbook language was not considered by Senate prior to the end of the 2010- 2011 academic year and the matter was left as a continuing agenda item for the 2011 – 2012 Faculty Senate. This year’s Faculty Procedures & Policy Committee (FPP) was thus charged by the Senate Executive Committee in Fall 2011 to develop specific language for the proposal. Following a meeting with representatives of URAP, FPP examined existing language in the CSU-Fort Collins Faculty Manual and other documents prior to drafting a proposal in keeping with the two goals stated above. The proposal was presented to Faculty Senate for a first reading in December 2011, and has since been revised in response to input from various stakeholders.

**MOTION TO AMEND FACULTY HANDBOOK LANGUAGE  
PERTAINING TO RETIRED FACULTY PRIVILEGES**

**Background and Rationale**

**Proposed Revisions to Faculty Handbook Language**

**Pertaining to Retired Faculty Privileges**

**Background and General Rationale**

Many institutions (including CSU-Fort Collins) offer retirement benefits similar to those detailed in the proposal (e.g., library privileges, free campus parking) to all retired faculty. Currently, these same privileges are provided to all CSU-Pueblo retired faculty as well; this proposal would make this fact known to all faculty (non-retired and retired).

Some institutions further permit retired faculty to serve as advisors and/or on committees upon the invitation of the institution, as is proposed for the CSU-Pueblo campus. Because retired and soon-to-be-retired faculty are in a position to understand the ways in which the institution has changed over the years more fully than faculty with less institutional history, retired faculty are in an excellent position from which to offer insights into the implications of those changes about which younger faculty may not be aware. Thus, both the institution and its students stand to benefit by the donation of the time, experience and expertise of retired faculty as advisors to students, faculty and campus shared governance entities.

Collaborative and external grants directed by emeritus faculty are also standard operating procedure at many institutions, and are often encouraged in recognition of the benefits which the research and creative activity of emeritus faculty bring to the University. Even when these benefits are primarily non-monetary (e.g., crediting the University in publications resulting from the grant), such grants serve to promote the University's scholarship mission. Other benefits to the institution might include indirect costs, the acquisition of equipment or support for students.

Regarding concerns about the potential for inappropriate use of University resources by faculty involved in research and creative activity grants, the proposal includes explicit language regarding the responsibilities of emeritus faculty with respect to grants, including adherence to the administrative review and approvals procedures designed to ensure that University resources are not inappropriately committed or jeopardized. The proposal further specifies that involvement in grant proposals is a privilege available only by emeritus faculty (versus all retired faculty). In addition to a Presidential and Board approval, the process for obtaining emeritus status requires that the individual in question has (a) completed at least ten academic years of ranked faculty service to the University; (b) held the rank of Associate Professor or Professor at retirement (except in exceptional circumstances); and (c) has fulfilled the responsibilities of a faculty member with demonstrated merit. To be competitive for external grant support, an emeritus faculty member could thus be expected to have already established a successful research program prior to retirement and to therefore already be familiar with the responsibilities which come with external funding.



\*\*\*\*\*

Proposed additions appear in underlined bold blue;  
Proposed deletions appear in ~~red-strikeout~~.

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## Proposed Revisions to CSU-Pueblo Faculty Handbook Language

### Pertaining to Retire Faculty Benefits 2.2.1.3.1 ~~Professor Emeritus~~ Retired Faculty

All ranked academic faculty (as defined in Section 2.2.1.1) who officially retires from the University, as well as those titled academic faculty (as defined in Section 2.2.1.2) who were benefit-eligible (0.5 FTE or greater) for at least five years prior to officially retiring from the University, have certain privileges.

These privileges include

- a. a permanent faculty identification card;
- b. listing in the University catalog;
- c. faculty library privileges;
- d. free campus parking permits;
- e. access to recreation center for retired member and spouse at regular staff and family rates;
- f. staff cost for admission to athletic events; and
- g. access to the university e-mail.

In addition, retired faculty may:

1. Assist with advisement, student orientations, and special University functions as requested by departments, colleges, or university administration and in a capacity commensurate with retiree's expertise and experience.
2. Serve on departmental, college, and university boards and committees as requested by departments, colleges, university administration or by the members of the boards/committees and in a capacity commensurate with retiree's expertise and experience and, in the case of university shared governance boards/committees, as permitted by Section 1.2 (University Governance) of the Faculty Handbook.
3. Serve as adjunct faculty as requested and commensurate with retiree's expertise and experience. The approval of the adjunct faculty must be consistent with University wide approvals of such positions. A retiree shall retain the privilege of teaching at rank earned at his/her retirement. All Adjunct Faculty receive compensation in the form of salary only and no benefits are awarded.

All post retirement faculty must comply will all applicable laws.

### 2.2.1.3.1.2 Professor Emeritus

The special status of "Professor Emeritus" may be awarded to those persons who meet the following qualifications:

- a. Have completed at least ten {10} academic years of ranked faculty service to the University and held the rank of Associate Professor or Professor at retirement (in exceptional circumstances, documented by the appropriate Department Chair and dean, candidates may be advanced who do not meet these qualifications);
- b. Have fulfilled the responsibilities of a faculty member with demonstrated merit;
- c. Have retired from regular service to the University.

Recommendations for appointment to "Professor Emeritus" status may be initiated by any member of the faculty member's department or the faculty member's Department Chair or Dean by the submission of a written request specifying the qualifications of the candidate for Emeritus title. The initiator shall make recommendations regarding Emeritus status ~~on or before January 1~~ to the Dean on or before January 15 of the year in which the faculty member's retirement will become official or, if the faculty member is already retired, on or before January 15 of any year following the faculty member's official retirement. The Dean, after consultation with the Department Chair, shall make the recommendation to the Provost on or before February 1.

The Provost shall make recommendation to the President on or before February 15. The President will make recommendation for appointment to Emeritus status to the CSU Board of Governors so that approval may be obtained prior to commencement.

Emeritus faculty shall have ~~the right to avail themselves of~~ the following privileges in addition to those listed in 2.2.1.3.1:

- ~~a. Use of the University Library with faculty privileges;~~
- a. Use of office space and or laboratories if recommended by the Department Chair and the appropriate Dean;
- b. Attendance at University convocations and commencements and ~~participate~~ participation in the processions;
- ~~c. Use of identification care and parking permit without charges;~~
- c. Enrollment in classes on a space-available basis without charge (exception lab fees) with or without credit;
- ~~e. Attendance at University events and use of services under the same conditions and at the same cost as other academic faculty;~~
- ~~d. Listing in the University catalog;~~

In addition, emeritus faculty may collaborate with non-retired academic faculty on institutional and external research and creative activity grants. In cases where the University deems that the expected benefits to the institution merit the use of institutional resources, emeritus faculty may also apply, independently of any collaboration with non-retired faculty, for external grants to be financially administered by the University and which make use of University facilities or resources. Prior to submitting an external grant proposal which commits the use of University resources, emeritus faculty are required to obtain all necessary administrative approvals per the current policies of the Office of Research and Sponsored Programs. Emeritus faculty who participate in scholarly and creative activities under the auspices of the University are responsible for adherence to all University policies pertaining to scholarly and creative activities, including those found in Section 2.5.2 (Professional Ethics), Section 2.6.1 (Rights And Responsibilities Related To Creative Works) and Section 2.7.1.1 (Conflict of Interest) and are subject to disciplinary action under the provisions of Section 2.16 for violations of these responsibilities.

#### 2.2.1.3.1.3 University Retirees Association of Pueblo

The University Retirees Association of Pueblo (URAP) is an organization whose mission is to enhance life in retirement for former faculty members of Colorado State University-Pueblo.

The Association nurtures opportunities for members to continue, as desired, their contributions to the teaching, research, and outreach components of the CSU-Pueblo mission, and it is developing opportunities for retired faculty to provide mentoring to faculty and students.

The Association also advocates for improved policies affecting its members as a class within the CSU-Pueblo community by attending Faculty Senate and other committee meetings.

*Reviewed and approved by Office of General Counsel, February 2012 and by CSU-Pueblo Administration, April 2012. Approved by Faculty Senate, April 6, 2012 and by majority voting in in Faculty Referendum completed April 27, 2012.*

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:**

Faculty Handbook Amendment – Grievance and Mediation Policy. The proposed revisions were approved by the CSU-Pueblo Faculty Senate on April 20, 2012 and by a majority of CSU-Pueblo ranked academic faculty voting in a faculty referendum ending May 4, 2012. The proposal has also been reviewed and approved by the President, Provost and University Grievance Officer at CSU-Pueblo and by the CSU-System Office of General Counsel. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012. This proposal will amend the existing language in Section 1.2.5.4; Section 2.7.2.4; Section 2.9.1; Section 2.9.2; Section 2.10.3; Section 2.17.2; Section 2.17.6.2; and Section 2.18 of the Faculty Handbook as specified in the document “Proposed Handbook Changes - Clarifications to Grievance & Mediation.pdf”

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to Faculty Handbook language pertaining to Grievance and Mediation Policy.

**EXPLANATION:**

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

If approved, this proposal will amend the existing language in the Faculty Handbook pertaining to the Grievance and Mediation procedures for faculty. The proposed revisions are intended to clarify certain details of the policy in response to questions that have arisen since its adoption in July 2011. The proposed revisions were developed by the CSU-Pueblo Faculty Procedures and Policies Committee (FPP) in consultation with CSU-Pueblo Administration and representatives of the CSU-System Office of General Counsel.

## **MOTION TO AMEND FACULTY HANDBOOK LANGUAGE PERTAINING TO GRIEVANCE AND MEDIATION PROCEDURES**

### **Summary and Rationale of Faculty Handbook Sections included in Motion to Clarify Grievance and Mediation Policy** (and overview of proposed changes)

#### **Section 1.2.5.4 – Grievance Panel**

Proposed changes are intended to:

- Clarify that grievance panelists cannot simultaneously serve as University Mediators.
- Add a provision pertaining to grievance panelist members who expect to be on sabbatical leave and/or retire in the subsequent year to ensure that individuals are not assigned to grievance hearing review committees unless they are able to serve throughout the hearing.
- Correct a typographical error in existing Handbook Language

#### **Section 2.7.2.4 – Releases from Teaching**

Proposed changes are intended to:

- Include the required release time for the University Grievance Officer in the list of individuals who are approved for such releases ex officio.

#### **Section 2.9.1 – Annual Performance Review (APR)**

Proposed changes are intended to:

- Clarify the relation between CPTR/CPR and APR for tenured faculty who are completing a required post-tenure review so that related grievance timelines are clear.
- Add a provision to ensure that all required materials necessary for the Provost to reach a recommendation in cases where the faculty member disagrees with a Dean's recommendation are forwarded to the Provost.
- Clarify at which point during the APR process a Class B Grievance Complaint related to APR, salary increase, or participation in faculty development programs can be filed, and who may be named as parties to the grievance in that complaint.
- Clarify at which point during the APR process a Class B Grievance Complaint related to a violation of the APR procedures can be filed.

#### **Section 2.9.2 – Cumulative Performance Review (CPR)**

Proposed changes are intended to:

- Clarify the procedure at the Dean's level to ensure that (a) the faculty member has a right to respond to the Dean's recommendation if that recommendation is negative and (b) better align the Handbook Language with actual University CPR practice.
- Correct a typographical error in the current language.
- Clarify at which point during the CPR process a Class B Grievance Complaint related to a negative tenure or promotion recommendation can be filed, and who may be named as parties to the grievance in that complaint.

- Clarify at which point during the CPR process a Class B Grievance Complaint related to a violation of the CPR procedures can be filed.
- Adds language that allows a faculty member to submit an appeal of the President's decision to the CSU-System Board of Governors in certain limited cases.

### **Section 2.10.3 – Post Tenure Review Policy and Process**

Proposed changes are intended to:

- Clarify the deadline for notifying tenured faculty of an upcoming required Comprehensive Post Tenure Review (CPTR) so that grievance timelines related to CPTR and CPR are clear.
- Clarify that negative CPTR results are not grievable actions (but that negative results in the required Cumulative Performance Review (CPR) that would take place the subsequent year would be grievable).

### **Section 2.17.2 – Non-reappointment**

Proposed changes are intended to:

- Clarify at which point a probationary tenure-track faculty member can file a Class B Grievance Complaint related to a recommendation for non-reappointment, and who may be named as parties to the grievance in that complaint.
- Modify the notification process for non-reappointment so that any grievance would be filed at the Provost level, thereby allowing for a Grievance Hearing Review prior to a final Presidential decision.

### **Section 2.17.6.2 – Termination for Prolonged Mental or Physical Illness**

Proposed changes are intended to:

- Correct grammatical errors which make the procedure unclear.
- Align the appeals procedure with the new grievance and mediation policy adopted 7/2011.
- Clarify the timelines pertaining to grievances related to a recommendation to terminate a faculty contract for reasons of prolonged mental or physical illness.

### **Section 2.18 – Grievance and Mediation Policy and Procedures**

Proposed changes are intended to:

- Clarify that grievance panelists cannot simultaneously serve as University Mediators.
- Clarify how time periods are computed within the policy.
- Correct grammatical and other typographical errors and inconsistencies in the existing language.
- Ensure consistency with respect to the use of the terms “days” and “working days” throughout the policy.
- Clarify the timeline for mediation.
- Clarify that mediation is not required in certain types of Grievance Complaints but that it may be requested by the grievant in those cases, and add timelines for requesting a formal hearing review in those cases where mediation is not so requested.
- Clarify the period of time following retirement during which retired faculty may serve as University Mediators.
- Clarify the evaluation and selection timelines for the University Grievance Officer, and better align those timelines with existing Faculty Senate practice.

**PROPOSED REVISIONS TO FACULTY HANDBOOK  
PERTAINING TO GRIEVANCE & MEDIATION PROCEDURES**

Proposed additions in **blue underlined bold**;  
Proposed deletions in ~~red strikethrough~~.

**1.2.5.4 Grievance Panel**

- a. Purpose:  
To implement hearing procedures related to grievance cases in accordance with Sections 2.18.12 and 2.18.16 of the Faculty Handbook.
- b. Membership:
1. The Grievance Panel shall be a pool of eligible Grievance Hearing Committee members consisting of fifteen (15) tenured academic faculty members with a minimum of one (1) tenured academic faculty from the Library and two (2) tenured academic faculty from every other academic unit.
  2. Service on the Grievance Panel shall be for a three (3) year term, the staggering of terms having been established by lot when the Panel begins.
  3. The nine (9) faculty serving as representatives of their academic unit to the Grievance Panel shall be elected by the faculty in their academic unit, with new representatives elected no later than the first regular Faculty Senate meeting in the fall semester.
  4. The six (6) faculty serving as at-large members of the Grievance Panel shall be elected by the Faculty Senate. Nominations for at-large members shall be solicited by the Committee on Shared Governance; self-nomination shall be permitted. Election of new at-large members on the Grievance Panel members shall take place at the first regular Faculty Senate meeting in the Fall semester. At least one week prior to that meeting, the Chairperson of the Committee on Shared Governance shall circulate the names of all nominees to all members of the faculty in order to provide faculty with an opportunity to provide feedback to their representatives on Faculty Senate concerning the nomination slate.
  5. No person having administrative duties, as described in Section 2.18.6a, shall be qualified to serve on the Grievance Panel. Faculty working under a transitional retirement plan are eligible to serve, but faculty on sabbatical leaves are not eligible. **Individuals serving as members of the Grievance Panel are not permitted to simultaneously serve as University Mediators.**

**Prior to the beginning of each academic year, and no later than August 15, members of the Grievance Panel who expect to be fully retired by the end of that academic year and faculty who expect to have a sabbatical leave during the subsequent academic year shall declare this information to the UGO. In both cases, the term of that faculty member shall be immediately terminated and the UGO shall inform the Chairperson of the Committee on Shared Governance of the vacancy so that it can be filled at a regular election to be held no later than the first regular Faculty Senate meeting of the fall semester in accordance with requirements 3, 4 and 7 for the membership of the Grievance Panel.**

6. Panel members who have served two (2) consecutive terms shall be ineligible for reappointment for a period of two (2) years.
  7. When vacancies occur, the Committee on Shared Governance shall fill the vacancy by appointment, in accordance with the constituency of the vacant member within ten (10) working days, unless the vacancy occurs within one (1) month before the regular election. The unexpired term shall then be filled at the next regular election.
- c. Duties/Procedures:
1. Meet as needed to implement the provisions of Sections 2.18.12 and 2.18.14. An ad hoc chairperson shall be elected for each meeting. The UGO shall be an *ex officio* and non-voting member of the Grievance Panel during its meetings.
  2. Meet at least once each academic year with University legal counsel to review to review the Grievance Procedures and Grievance Panel bylaws, with the first such meeting taking place as soon as possible following the appointment of new members to the Grievance Panel.
  3. In grievance cases requiring a formal hearing, five (5) members of the Grievance Panel will serve on Grievance Hearing Committees per the provisions of Section 2.1.12, with the selection of serving members based on a rotation schedule established by the UGO.

Each Grievance Hearing Committee scheduled to hear a Grievance shall select from its membership a chairperson who shall be a voting member of the Committee, preside over the hearing, maintain orderly procedures, and supervise the preparation of the written decision concerning the Grievance. When the chairperson shall be in the minority in a divided vote, the person who supervises the preparation of the written decision shall serve as the spokesperson for the Grievance Hearing Committee in the event of rejection or appeal of the decision rendered.

If, because of absences or successful challenges, the five members required for Grievance Hearing Committee functioning cannot be attained or maintained, the next succeeding persons in the rotation order shall sit to hear the Grievance. If the chairperson shall be challenged and excused, the members sitting to hear the Grievance shall select another from among their number to be chairperson. In the event it is impossible to establish a full Committee from the remaining membership of the Grievance Panel, the parties shall nominate two (2) persons each for every vacant position, and the UGO shall name the replacements from among those names submitted by the parties, subject to further challenge for cause as provided in Section 2.18.12.5b.

4. Recommends in consultation with the University Grievance Officer (see Section 2.18.13) to Faculty Senate and to University administration concerning the need for changes in the ~~faculty disciplinary action~~-grievance and mediation policies and procedures.
5. Additional operating procedures of the Grievance Panel and Grievance Hearing Committees are described under a set of bylaws which shall be prepared by the Grievance Panel (or subcommittee thereof) in consultation with the UGO. These bylaws shall be reviewed annually and modified as appropriate.



#### **2.7.2.4 Releases from Teaching**

After consultation with the faculty and Chair of a department, the Dean shall recommend to the Provost all requests for release from teaching. Faculty members released from teaching assignments shall devote a minimum of three (3) clock hours per week for each semester hour of released time to tasks associated with such release. Guaranteed releases from teaching shall be provided for the following faculty positions:

- a. The President of the Faculty Senate: six (6) credit hours in a semester or as arranged by mutual agreement.
- b. Department Chairs: six (6) credit hours in a semester or as arranged by mutual agreement.
- c. Faculty Directors: from three (3) to twelve (12) credit hours in a semester or as arranged by mutual agreement.
- d. University Grievance Officer (UGO): minimum of three (3) credit hours in a semester as arranged by mutual agreement of UGO, Provost and UGO's Department Head. (See Section 2.18.13.3).

Release from teaching to engage in sponsored research, University supported scholarly or creative activity, University service or other approved activities may be authorized by the Provost dependent upon the availability of funds and program needs.

## 2.9.1 Annual Performance Review (APR)

### 2.9.1.2 Process

At his/her discretion, a Chair may consult with other Chairs or with the Dean in regard to questions pertaining to the process in general. The Dean may also counsel Chairs concerning general aspects of the process, including deadlines and current college standards. At his/her discretion, a Chair may also initiate a consultation with the Dean or with other Chairs concerning evaluation issues pertaining to an individual faculty member, provided identifying information is not exchanged. To promote fairness and transparency in the evaluation process, any such consultation must be disclosed by the evaluating Chair in that faculty member's written APR report. Additionally, only the evaluating Chair may initiate a consultation concerning the evaluation of an individual faculty member.

- a. On or before **January 31**, the faculty member shall submit an annual self-report to the Department Chair (or Associate Dean who functions as a chair), or in the case of Department Chairs, to the Dean. This self-report shall include identification of activities in the performance review categories and may include a self-assessment of performance.

If ~~the~~ a tenured faculty member is scheduled for a [Comprehensive Post-Tenure Review \(CPTR\)](#), the APR from the previous four years will be included in the review, plus any other evidence pertaining to the period under review which the faculty member wishes to provide. [\(See Section 2.10.3.\)](#) If ~~the~~ a tenured faculty member is applying for a promotion [in the subsequent year](#) through the [Cumulative Performance Review \(CPR\)](#) process [\(Section 2.9.2.\)](#) ~~in the subsequent year,~~ [or if a tenured faculty member is completing a required CPR as a result of a negative CPTR rating in the prior \(see Section 2.10.3.\),](#) ~~the~~ [then that](#) CPR will be substituted for the [APR/CPTR](#). College scheduling of the CPTR will be adjusted on an individual basis for such activities as: applying for promotion, sabbatical, developmental leave, etc.

Throughout the rest of this section every reference to "chair" is assumed to include an associate dean who functions as a chair.

- b. On or before **February 20**, the Chair (or, as appropriate, the Dean) shall prepare a written APR report and meet with the faculty member to review the APR report and to provide the faculty member with a copy; the APR report shall indicate:
  1. a statement describing the evidentiary basis (including the faculty member's self-report) on which the report is based; consultations with the Dean or with other Chairs concerning the individual's APR, if any, shall be described in this statement.
  2. the Chair's (or Dean's) evaluation of the faculty member's effectiveness in each of the three (3) performance review categories;
  3. the Chair's (or Dean's) recommendation on comprehensive post-tenure review for tenured faculty;
  4. the Chair's (or Dean's) recommendation on salary increases (Section 2.13);
  5. the Chair's (or Dean's) recommendation on reappointment for probationary faculty, except for those in the first or second year of appointment;

6. the Chair's (or Dean's) recommendation, if any, on participation in Faculty development programs;
  7. the Chair's (or Dean's) recommendation on revision of the development for the current calendar year.
- c. The faculty member shall read and sign the Chair's APR report to indicate that the annual review meeting was held and that the faculty member has read the APR report. The faculty member has the right to prepare a written response to the APR report to be submitted to the Chair (or Dean) within five (5) working days of the date of the annual review meeting. The faculty member's right to submit this response shall be clearly stated in the APR report.
  - d. The Chair shall submit copies of the faculty member's self-report, the APR report, and (if one exists) the faculty member's written response to the Dean on or before **February 28**.
  - e. Regarding evaluation of faculty, if the Dean concurs with the recommendation of the Chair and the faculty member has not disagreed with those recommendations, the Dean shall forward those recommendations to the Provost on or before **March 31**.
  - f. Regarding evaluation of faculty, if the Dean disagrees with the recommendations of the Chair or if the faculty member has disagreed with those recommendations, the Dean shall convene a meeting with the faculty member and the Chair on or before **March 17** (unless all three (3) agree to extend the deadlines, including the faculty right to prepare a written response) to attempt to resolve disagreements. On or before **March 24**, the Dean shall provide a copy of his/her final recommendations to the faculty member and the Chair, stating reasons for those recommendations. Any input provided by the Dean to the Chair concerning the faculty member's evaluation at any earlier point in the process must be disclosed by the Dean in his/her final recommendations. The faculty member shall read and sign the Dean's recommendations to indicate that the meeting was held and that the faculty member has read the Dean's recommendations. The faculty member has the right to prepare a written response to be submitted to the Dean within five (5) working days of receiving the Dean's recommendations. On or before **March 31**, the dean shall submit to the Provost his/her recommendations, the Chair's report, [the faculty member's self-report](#), ~~and~~ any written responses prepared by the faculty member [and copies of the departmental and college standards for faculty evaluation](#).
  - g. Regarding evaluation of faculty, the Dean shall forward copies of Department Chairs' self-reports, the APR report, and (if any exists) written responses of Chairs to the Provost on or before **March 31**.
  - h. On or before **April 15**, the Provost shall submit recommendations on salary increases, reappointment of probationary faculty, post-tenure review, and participation in faculty development programs to the President. The Provost shall notify faculty in writing of the final disposition, pending the President's approval, on salary recommendations, contract status, post-tenure review, and faculty development programs on or before **April 15**. If these decisions disagree with those of the Dean, notification shall include stated causes for disagreement.
  - i. For recommendations on non-reappointment of probationary faculty in their first or second year of employment, the deadlines for notification specified in Section 2.17.3 shall apply. [Deadlines pertaining to grievance rights related to non-reappointment of probationary faculty members are specified in Section 2.17.1.](#)

- j. If the faculty member disagrees with the recommendations of the Provost concerning the annual performance review evaluation, amount of salary increase or participation in faculty development programs, the faculty member has the right to file a Class B Grievance Complaint per the procedures of Section 2.18.

If the desired redress sought by the faculty member is limited only to a modification of the Provost's final recommendation in these matters, then only the Provost shall be named as a responsible party in that complaint. Otherwise, the responsible parties named in the grievance complaint may also include the Chair and/or the Dean, provided that the faculty member has submitted a written response to the Chair's report and/or to the Dean's recommendation respectively.

All Grievance Complaints related to annual review evaluation recommendations, amount of salary increase and participation in faculty development programs must be filed within 20 working days after the date of the Provost's notification of final disposition.

A Provost recommendation for a CPTR rating at the level of "below expectations" or "unsatisfactory" rating is not a grievable action under the procedures of Section 2.18. Any tenured faculty member receiving such a CPTR rating shall be required to complete a Cumulative Performance Review (CPR) in the following year per the requirements of Section 2.10.3.2.

- k. If the Department Chair, the Dean or the Provost fail to meet deadlines, all subsequent deadlines will be adjusted as needed to protect the faculty member's right to submit written responses as specified in sections 2.9.1.2c and 2.9.1.2f. Grievance Complaints based on an alleged violation of this right or alleging that some other procedural error has occurred (e.g., failure of the Dean to forward those documents specified in Section 2.9.1.2f to the Provost) must be filed within 20 working days of the date by which the faculty member knew or should have known that the procedural violation occurred. Per Section 2.18.9 (Step 1), The faculty member is encouraged (but not required) to seek to resolve the dispute informally through discussions with the responsible individual(s) and the immediate supervisor of the responsible individual(s) prior to filing a Grievance Complaint.

- j. l. After **April 15** and no later than **October 1**, the Dean shall convene a meeting of Department Chairs within the academic unit to discuss concerns or questions pertaining to faculty evaluation and the college standards which arose during the most recent evaluation cycle. Faculty will receive advance notice of the date of this meeting from the Dean and will have an opportunity to forward input concerning these issues to the Dean and/or to Department Chairs prior to the meeting date. In accordance with Section 2.8, recommendations for changes to college or departmental standards or to the evaluation process resulting from this meeting must be developed in accordance with democratic principles and approved by the majority of voting ranked faculty in the college. Per Section 2.9, changes approved at the college level must be submitted to the Provost and President on or before **November 15** of the calendar year prior to their taking effect.

~~k. If the Department Chair or the Dean fail to meet deadlines, all subsequent deadlines will be adjusted as needed to protect the faculty member's right to submit written responses as specified in sections 2.9.1.2c and 2.9.1.2f.~~

## 2.9.2 Cumulative Performance Review (CPR)

### 2.9.2.1 Process

- a. Faculty desiring to be considered for promotion and/or tenure in an academic year cycle shall notify the Chair of this intent by memorandum on or before October 1 of that academic year. Chairs shall notify the Dean of projected CPR's for the current year on or before October 10.

Faculty required to complete a cumulative performance review in the next academic year cycle shall be notified by the department chair (or dean) by memorandum on or before April 25.

- b. The faculty member shall provide the Department Chair the required dossier for promotion, tenure, or a three- (3) year action plan review on or before November 1 of the review year. A routine five-year post-tenure review CPR (CPTR) will follow the schedule of the annual APR (2.9.1). If a Department Chair is the candidate, the Dean shall appoint a faculty member from the appropriate discipline to fulfill the responsibilities for the Department Chair in the following paragraphs in this section. ~~In the Center for Teaching and Learning, the Provost shall appoint a faculty member from that unit who shall function as Department Chair.~~

- c. The Department Chair shall consult with faculty in the appropriate discipline and prepare a written summative assessment and recommendation, a copy of which shall be sent to the faculty member, and which will become part of the dossier. The Department Chair shall forward the dossier to the Chair of the College Personnel and Review Committee on or before November 15. The faculty member may respond in writing to the Chair's report within ten (10) working days with copies to the Department Chair and Chair of the College Personnel and Review Committee.

- d. The College Personnel and Review Committee shall convene at the call of the Committee Chair and, on or before December 2, and in consultation with the faculty member, establish an agenda to permit completion of the committee's report on or before March 1.

Policies and procedures governing review committees shall be determined by each college in accordance with its own standards and procedures, which shall be published and disseminated to faculty prior to the beginning of the cumulative review cycle.

- e. The College Personnel and Review Committee shall submit a written CPR report to the Dean, and a copy to the faculty member, on or before March 1. The CPR report will indicate:
  1. The committee's recommendation on promotion, tenure, or specific post-tenure activities;
  2. the committee's summative assessment of the faculty member's effectiveness in the three (3) performance review categories as documented in the annual performance reviews (in accordance with approved applicable standards) during the years covered by the review;
  3. any additional evidence employed by the committee.

- f. The faculty member may respond in writing to the Cumulative Performance Review Report within ten (10) **working** days with copies to the Chair of the Committee and the Dean. This response shall become part of the dossier.
- ~~g. If the Dean concurs with the recommendations of the College Personnel and Review Committee and the Chair (provided that those recommendations agree), the Dean shall forward those recommendations to the Provost on or before April 1. If the Dean has disagreed with the recommendations of either the Committee or the Chair, or if the recommendations of the Committee and the Chair differ, the Dean shall submit final recommendations to the provost on or before April 1, with copies to the faculty member, the Review Committee Chair, and the Department Chair, stating reasons for those recommendations.~~

**The Dean shall prepare a written summative assessment and recommendation to the Provost which shall become part of the dossier on or before April 1, with copies to the faculty member, the College Personnel and Review Committee Chair, and the Department Chair. If the Dean has disagreed with the recommendations of either the Committee or the Chair, or if the recommendations of the Committee and the Chair differ, the Dean's final recommendation shall also include reasons for that recommendations. The faculty member may respond in writing to the Dean's Recommendation within five (5) working days. That response shall be forwarded to the Provost with a copy to the Dean and shall become part of the dossier.**

- h. The Dean shall forward copies of the dossiers, including written responses of **the faculty member to the recommendations of the College Personnel and Review Committee and the Chair** (if any exist), and the CPR report, ~~and (if any exist) written responses of Chairs~~ to the Provost on or before April 1.
- i. On or before April 15, the Provost shall submit **a written** recommendations on promotion, tenure, and post-tenure review activities to the President **with a copy to the faculty member**, ~~The Provost shall notify faculty in writing of the final disposition, pending the President's approval on promotion, tenure, or post-tenure review on or before April 30.~~ **If the Provost's recommendation disagrees with that of the Dean, stated causes for disagreement shall be provided.**
- ~~j. If those decisions disagree with those of the Dean, notification shall include stated causes for disagreement. Final approval of recommendations on promotion, tenure, and post-tenure review rests with the Board of Governors.~~

**j. Positive Provost Recommendation**

**If the Provost's recommendation concerning tenure, promotion or required post-tenure Cumulative Performance Review is positive and the President concurs, the President shall notify the faculty member in writing of the final disposition on or before April 30.**

**k. Negative Provost Recommendation**

**If the Provost's recommendation concerning tenure, promotion or required post-tenure Cumulative Performance Review is negative, the faculty member has the right to file a Class B Grievance Complaint related to that negative recommendation per the procedures of Section 2.18. Failure to file a grievance within twenty (20) working days of receipt of notification of a negative recommendation concerning tenure, promotion or required post-tenure Cumulative Performance Review will forfeit the faculty member's right to a review**

before a Grievance Hearing Committee. Mediation is not required prior to a review before a Grievance Hearing Committee.

If the desired redress sought by the faculty member is limited only to a modification of the Provost's final recommendation, then only the Provost shall be named as a responsible party in that complaint. Otherwise, the responsible parties named in the Grievance Complaint may also include the Chair and/or the Dean, provided that the faculty member has submitted a written response to the recommendations of these individuals in accordance with Sections 2.9.2.1c and 2.9.2.1f respectively.

If a Grievance Hearing Review is requested by the faculty member within the specified timeline, and if the Grievance Hearing Committee concurs with the Provost's negative recommendation concerning tenure, promotion or required post-tenure Cumulative Performance Review, the faculty member may submit an appeal to the President per the provisions of Section 2.18.12.9.2 (Presidential Review and Action). The President shall issue a decision to all parties to the Grievance, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material.

If a Grievance Hearing Review is not requested by the faculty member within the specified timeline, the President shall inform the faculty member of the final disposition on or before May 20.

- l. Negative President Recommendation in case where prior recommendations were all positive

If the recommendations of the Chair, the College Personnel and Review Committee, the Dean and the Provost concerning tenure, promotion or required post-tenure Cumulative Performance Review have all been positive and the President does not concur, the President shall notify the faculty member in writing of the final disposition on or before April 30. The notification shall state causes for disagreement.

The faculty member has the right to submit an appeal of the President's decision to the CSU System Board of Governors per the provisions of Section 2.18.12.9.3.

- m. Per existing Board of Governor policies, the authority for granting tenure and promotion has been delegated to the President, with a report to the Board.
- n. If the Department Chair, College Personnel and Review Committee or the Dean fail to meet deadlines, all subsequent deadlines will be adjusted as needed to protect the faculty member's right to submit written responses as specified in Sections 2.9.2.1c, 2.9.2.1f and 2.9.2.1g. Grievance Complaints based on an alleged violation of this right or alleging that some other procedural error has occurred (e.g., failure of the Dean to forward those documents specified in Section 2.9.2.1g to the Provost) must be filed within 20 working days of the date by which the faculty member knew or should have known that the procedural violation occurred. Per Section 2.18.9 (Step 1), The faculty member is encouraged (but not required) to seek to resolve the dispute informally through discussions with the responsible individual(s) and the immediate supervisor of the responsible individual(s) prior to filing a Grievance Complaint.

## 2.10.3 Post Tenure Review Policy and Process

### 2.10.3.1 Process

Each tenured faculty member's performance will be evaluated on a yearly basis (see section 2.9.1). If the faculty member's performance is found to be unsatisfactory in two consecutive years or the faculty member receives a [Comprehensive Post Tenure Review \(CPTR\)](#) that is below expectations or unsatisfactory, the faculty member will be scheduled for a Cumulative Performance Review the following academic year. The process and procedures for completing a post tenure review CPR are detailed in section 2.9.2.

If as a result of the [CPTR CPR](#) the faculty member's performance is found to be below expectations or unsatisfactory the following procedure is followed:

- a. the faculty member in collaboration with the chair will develop a three (3) year action plan to raise performance to a level that meets expectations
- b. the action plan is reviewed and approved by the dean and College Personnel and Review Committee
- c. at the completion of the three (3) year action plan period. The faculty member will create a dossier providing evidence of the achievement of the goals specified in the three year action plan. The three (3) year action plan dossier will be reviewed according to the CPR Process (see section 2.9.2.1). If as a result of this process the faculty member is found to be:
  1. below expectations or unsatisfactory, a one (1) year terminal contract is issued and the process to revoke tenure contained in section 2.17.4 will be initiated.
  2. meets expectations or higher, the faculty member will retain tenure status.

### 2.10.3.2 Comprehensive Post Tenure Review (CPTR)

- a. Tenured faculty shall complete a comprehensive post tenure review every 5-years.

[Faculty required to complete a Comprehensive Post Tenure Review \(CPTR\) in the next calendar year cycle shall be notified by the department chair \(or dean\) by memorandum on or before December 1.](#)

The CPTR shall consist of the faculty member's current annual self-report and the APR of the previous 4 years, plus any other evidence introduced by the faculty member under review. The CPTR shall follow the same schedule and deadlines as the APR (section 2.9.1.2).

- b. If the CPTR results in a below expectations or unsatisfactory rating, a [Cumulative Performance Review \(CPR\)](#) will be scheduled the following year (see section 2.9.2).

[Negative CPTR results are not grievable actions under the procedures of Section 2.18.](#)



## 2.17.1 Non-reappointment

### 2.17.1.1 Definitions

"Non-reappointment" is a means of separation by which the University ends its employment relationship with probationary [tenure track](#) contract faculty at the end of a contract period. The decision not to reappoint probationary [tenure track](#) contract faculty rests, in the final instance, with the President and is based on recommendations of the Provost, Deans, and Department Chairs.

### 2.17.1.2 Notification

Written notice of non-reappointment [pending final approval by the President](#) must be sent from the ~~President~~ [Provost](#) to probationary [tenure track](#) faculty by registered mail on or before:

- a. April 15 in the first academic year of employment;
- b. April 15 in the second academic year of employment;
- c. April 15 prior to the academic year of expiration of the appointment after two (2) or more years of employment on probationary contract.

#### 2.17.1.2.1 Non-reappointment

A notice of non-reappointment is not a dismissal for cause, and probationary [tenure track](#) contract faculty have no contractual right to employment beyond the expiration of their contracts; therefore, the written notice need not state reasons. However, probationary [tenure track](#) contract faculty who receive notices of non-reappointment may request in writing from the ~~President~~ [Provost](#) within five (5) working days of receipt of such notice a written statement of reasons. The ~~President~~ [Provost](#) shall honor such request within five (5) working days.

Reasons for non-reappointment include, but are not necessarily limited to:

- a. formal discontinuance of a degree or program area;
- b. declining enrollments;
- c. bona fide financial exigency;
- d. overstaffing;
- e. failure to meet the expectations of basic responsibilities of employment (Section 2.7) and/or of performance (Section 2.8) as documented in the annual performance review;
- f. incongruence, as determined by the ~~President~~ [Provost in consultation with the Dean and Department Chair](#) between the professional interests of the faculty member and written and published plans of the department, college, or University.

**[The faculty member has the right to file a Class B Grievance Complaint in accordance with the policy contained in Section 2.18.](#)**

**[In decisions not to reappoint for reasons of failure to meet the expectations of basic responsibilities of employment \(Section 2.7\) and/or of performance as documented in the annual performance review, the responsible parties named in the Grievance Complaint may include the Chair and/or the Dean, but only if the faculty member has submitted a written response to the Chair's report and/or to the Dean's recommendation respectively per the deadlines in Section 2.9.2.](#)**

In all cases, a Grievance Complaint must be filed within 20 working days after receipt of the Provost's notification of non-reappointment.

Failure to file a grievance within twenty (20) working days of receipt of notification of a non-reappointment decision will forfeit the faculty member's right to request a Grievance Hearing Review. Mediation is not required prior to a review before a Grievance Hearing Committee.

If a Grievance Hearing Review is not requested by the faculty member within the specified timeline, and if the President concurs with the Provost's non-reappointment decision, written notification shall be sent from the President to faculty by registered mail no later than May 20. That notification shall also specify the effective date of expiration (to be determined in accordance with the provisions of Section 2.17.1.2) of the probationary tenure track contract.

If a Grievance Hearing Review is requested by the faculty member within the specified timeline, and if the Grievance Hearing Committee concurs with the Provost's decision not to reappoint, the faculty member may submit an appeal to the President per the provisions of Section 2.18.12.9.2. The President shall issue a decision to all parties to the Grievance, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material. If the President concurs with the Provost's decision, the faculty member shall be notified of the President's non-reappointment decision by registered mail. That notification shall specify the effective date of expiration (to be determined in accordance with the provisions of Section 2.17.1.2) of the probationary tenure track contract.

The decision of the President will be final and cannot be appealed to the CSU-System Board of Governors.

## **2.17.6 Termination**

### **2.17.6.2 Prolonged Mental or Physical Illness** (last revised July 2011)

#### **2.17.6.2.1 Procedures for Termination for Prolonged Mental or Physical Illness**

- a. The President may, if circumstances justify, suspend a faculty member pending termination for mental or physical illness (Section 2.17.5).
- b. Written recommendations for termination for mental or physical illness shall be submitted to the Provost by the appropriate Dean, who must have consulted with the Department Chair prior to its submission.
- c. Prior to the Provost's recommendation to the President on termination action, notification of termination for prolonged mental or physical illness must be sent from the Provost to the faculty member by registered mail, describing the evidence supporting such action, and the right of the faculty member to be afforded an opportunity for a hearing before a faculty Hearing Review Committee.
- d. Upon receipt of the Provost's notification of the proposed dismissal action, the faculty member is entitled to file a grievance complaint in accordance with the policy contained in Section 2.18. Failure to file a grievance within twenty (20) **working** days of receipt of notification of a termination decision will forfeit the

faculty member's right to a hearing and the right to the appeal process specified in Section 2.17.6.2.3. Mediation is not required prior to a review before a Grievance Hearing Committee.

~~e. Following receipt of the report of the Hearing Panel, and if the Provost concurs with the Dean's recommendation for dismissal shall be forwarded to the President, together with copies of the Dean's recommendations and the Hearing Panel's report.~~

~~f. If the President concurs with the Provost's recommendation, the faculty member shall be notified of termination in accordance with the provisions of Section 2.17.6.2.2.~~

e. If a Grievance Hearing Review is not requested by the faculty member within the specified timeline, and if the Provost concurs with the Dean's recommendation for termination, the Provost shall forward a recommendation for termination to the President, together with a copy of the Dean's recommendation, within thirty (30) working days of the faculty member's receipt of notification of a termination decision.

If the President concurs with the Provost's recommendation, the faculty member shall be notified of termination in accordance with the provisions of Section 2.17.6.2.2.

f. If a Grievance Hearing Review is requested by the faculty member within the specified timeline, and if the Grievance Hearing Committee concurs with the Dean's recommendation for termination, the faculty member may submit an appeal to the Provost per the provisions of Section 2.18.12.9.1. Within ten (10) working days of receipt of an appeal from the faculty member, if any, and not later than fifteen (15) working days of receipt of the written Grievance Hearing Committee decision, the Provost shall respond by providing to all parties to the Grievance, members of the Grievance Hearing Committee and the UGO a written statement of the decision rendered with a summary of relevant evidence and the reasoning the sustains the decision.

If the Provost concurs with the Dean's recommendation for termination, the Provost's response, together with copies of the Dean's recommendation and the report of the Grievance Hearing Committee (if any) shall also be forwarded to the President. The faculty member may submit an appeal to the President per the provisions of Section 2.18.9.2. The President shall issue a decision to all parties to the Grievance, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material. If the President concurs with the Provost's recommendation, the faculty member shall be notified of termination in accordance with the provisions of Section 2.17.6.2.2. The faculty member then has the right to appeal the Termination Decision to the CSU System Board of Governors per the provisions of Section 2.17.6.2.3.

#### **2.17.6.2.2 Notification**

Notification of termination for prolonged mental or physical illness must be sent from the President to faculty by registered mail and must specify the effective date of termination. Notice of termination for mental or physical illness may be given at any time and may take effect before expiration of academic year or fiscal year contracts.

Faculty members terminated for reasons of mental or physical illness may qualify for disability benefits and should, immediately upon receipt of notice, inquire at the Personnel/Affirmative Action Office.

#### **2.17.6.2.3 Appeal of Termination Decision**

Review of a termination decision for reasons of prolonged mental or physical illness for tenure or tenure track faculty may be sought before the Board of Governors of the Colorado State University System (Board) in accordance with the then existing Review Policy of the Board. Review of a dismissal decision relating to tenure or tenure track faculty may be sought before the Board of Governors of the Colorado State University System (Board) in accordance with the then existing Review Policy of the Board. Copies of this Policy may be obtained from the Executive Secretary of the Board. The Review Policy describes Board review requirements for submission of written statements and the process by which the Board conducts its review and makes its decisions. The faculty member should refer to the Review Policy in its entirety for a complete understanding of the Board's requirements for review of dismissal decisions.

Appeal procedures for terminations are identical to those for dismissal (Section 2.17.4.5).

### **2.18 Grievance and Mediation Policy and Procedures (new policy adopted July 2011)**

#### **2.18.1 Purpose of and General Information Pertaining to Mediation and the Grievance Process**

##### **2.18.1.1 Informal Resolution**

All problems or disputes should be resolved informally whenever possible. Open communication between all members of the campus community, and especially between administrators and faculty, is encouraged so that resort to formal mediation and grievance procedures will not be necessary.

##### **2.18.1.2 Mediation**

Mediation is a mechanism by which the University seeks to provide a resolution of grievable conflicts among its academic faculty members. Mediation can be requested by either party in a grievable conflict if the grievable conflict is not resolved informally.

##### **2.18.1.3 Grievance Process**

The purpose of the Grievance Procedure is to assure a rapid and fair process for the resolution of grievable conflicts which are not resolved through mediation. It shall be the responsibility of the University, through the Offices of the Provost and the President, to assure that the grievance procedures, review processes, and mediation provisions herein established are appropriately supported, respected, and enforced.

#### **2.18.2 Resort to Other Procedures**

In recognition of the fact that the commitment of the University and the grievant to this process is necessary in order to achieve its designed objectives, if the grievant seeks resolution of the subject matter of a pending grievance in any forum or by any set of

procedures other than those established in this section, except in cases where Federal and State law gives persons the right to institute action without first exhausting internal administrative remedies, the University shall be under no obligation to continue with the process outlined in this grievance procedure. This Grievance Procedure replaces and supersedes all grievance procedures found in department or college codes.

### **2.18.3 Relation of Grievance Procedure to Faculty Disciplinary Action Policy**

- a. Disciplinary action procedures are distinguished from grievance procedures in that disciplinary action is generally commenced against a tenure and tenure-track faculty member based on allegations that the faculty member has engaged in conduct prohibited by the Faculty Disciplinary Action Policy. Grievance procedures are initiated by a faculty member, typically against an administrator, who believes that he or she has suffered injury as the result of a violation of the faculty member's rights or privileges. A grievance complaint specifically requests the University to take appropriate action to eliminate or mitigate the faculty member's injury.
- b. The decisions reached under the Faculty Disciplinary Action Policy are final, except for the appeal procedure described in Section 2.16.15 of that policy.
- c. Failure to proceed through the procedures stipulated within the Faculty Disciplinary Action Policy prior to a decision to impose sanctions for tenure and tenure track faculty conduct shall constitute grounds for a grievance complaint under Section 2.18 of the Faculty Handbook against the administrator(s) responsible for the decision to impose said sanctions.
- d. Grievances aimed at reversing the decision of a final appeal to impose sanctions under the Faculty Disciplinary Action Policy shall not be permitted under Section 2.18 of the Faculty Handbook.
- e. Allegations that specific provisions of this Faculty Disciplinary Action Policy were violated during disciplinary proceedings shall not constitute grounds for a grievance under Section 2.18 of the Faculty Handbook, but shall receive due consideration at the appeal level specified in Section 2.16.15 of the Faculty Disciplinary Action Policy.
- f. If the Provost recommends dismissal of a tenure or tenure-track faculty member under the Faculty Disciplinary Action Policy and the President concurs with the Provost's recommendation, the hearing conducted under Section 2.16.15 of the Faculty Disciplinary Action Policy shall serve the role of the Grievance Hearing Committee specified in Section 2.17.4 of the Dismissal Procedures. In these cases, the respondent shall maintain the right to appeal the President's decision to dismiss to the Board of Governors of the Colorado State University System in accordance with the provisions of Section 2.17.4.

### **2.18.4 Relation of Grievance Procedure to Affirmative Action, Equal Opportunity and Non-Discrimination Policy**

- a. The Affirmative Action, Equal Opportunity and Non-Discrimination Policy is distinguished from the Grievance contained in Section 2.18 in that the Affirmative Action Board maintains responsibility for the development and implementation of policies and procedures related to affirmative action, equal opportunity, and nondiscrimination. (See Section 2.7.1.2 of the Faculty Handbook.)
- b. Internal University procedures appropriate for filing allegations of unlawful harassment, discrimination, or retaliation should be followed before any action is taken pursuant to the

Grievance Process contained in Section 2.18. Information concerning these procedures is available from the office of the Director of AA/EEO.

### **2.18.5 Relation of Grievance Procedure to Dismissal and Termination Procedures**

- a. Per the provisions of Section 2.17.4 (Dismissal), a Provost recommendation to dismiss a tenure and tenure track faculty is only allowed for one of the following reasons:
  - i. professional incompetence that is documented by a Cumulative Performance Review (see Section 2.9.2), and in spite of prior efforts at remediation of performance; in such cases, the faculty member is entitled to a Grievance Hearing Review under the provisions of Section 2.18.
  - ii. continuing record of neglect of duties or responsibilities or sustained record of deliberate violation of the rights of others, despite the imposition of sanctions and efforts at correction or remediation of conduct through the Faculty Disciplinary Action Policy; in such cases, a Faculty Disciplinary Action Review Hearing will be conducted under the provisions of Section 2.16.13 of the Faculty Disciplinary Action Policy.
  - iii. conduct which endangers the safety or well-being of the faculty member or other members of the University community, or which substantially impairs or substantially disrupts the normal functions of the University; in such cases, a Faculty Disciplinary Action Review Hearing will be conducted under the provisions of Section 2.16.13 of the Faculty Disciplinary Action Policy.
  - iv. conviction of a felony; in such cases, a Faculty Disciplinary Action Review Hearing will be conducted under the provisions of Section 2.16.13 of the Faculty Disciplinary Action Policy.
  - v. continued failure to meet reasonable written and published standards for performance or conduct contained in or incorporated by reference to this Faculty Handbook, despite efforts at correction through the Annual Performance Review process (Section 2.9.1), the Cumulative Performance Review Process (Section 2.9.2), the Comprehensive Post-Tenure Review Process (Section 2.10.3.2), or the Faculty Disciplinary Action Procedure (Section 2.16). In cases related to conduct, a Faculty Disciplinary Action Review Hearing will be conducted (per the provisions of Section 2.16.13 of the Faculty Disciplinary Action Policy). In all other cases, the faculty member is entitled to a Grievance Hearing Review under the provisions of Section 2.18.
- b. Per the provisions of Section 2.17.4 (Dismissal), an at-will faculty member is entitled to a Faculty Hearing Review of a Provost recommendation for dismissal during the term of contract only in the case of a claim that the Provost's recommendation was due to discrimination prohibited under Federal or State law or University policy.
- c. Per the provisions of Section 2.17.6, a Provost recommendation to terminate a tenure and tenure track faculty is only allowed for reasons of prolonged mental or physical illness (see Section 2.17.6.2) or for reasons of Reduction in Force due to financial exigency (see Section 2.17.6.3). In both cases, a tenure or tenure track faculty member is entitled to request a Grievance Hearing Review under the provisions of Section 2.18.
- d. In any recommendation for dismissal or termination, regardless of the reason or the status of the faculty member, mediation is not required.
- e. Provisions for appellate review at the Board of Governors level for dismissal and termination decisions involving tenure or tenure track contract faculty are described in Sections 2.17.4, 2.17.6.2.3 and 2.17.6.3.5. Board review of decisions to dismiss at-will faculty is not permitted.

## 2.18.6 Description of Terms

### a. Administrative Duties

With respect to qualification to serve on the Grievance Panel or as a mediator, administrative duty or duties refers to the service of those members of the academic faculty acting as the administrators responsible for the various administrative units, departments, colleges, and the University, and responsible for budgets and supervising and evaluating personnel other than state classified personnel. The term shall cover persons having the title "Assistant" or "Associate" Dean. However, service by members of the academic faculty as chairs of faculty committees, as the administrators responsible for the various interdisciplinary programs existing on or off-campus, or as Principal Investigators on contracts and grants shall not be considered to be administrative duties.

### b. Burden of Proof

Burden of proof refers to the obligation a party has to prove their claims, assertions or defenses by a preponderance of the evidence. Preponderance of the evidence means to prove that a claim, assertion or defense (s) is more probably true than not. See Section 2.18.8 a, b and c concerning which party assumes the burden of proof for each class of grievance.

### c. Complaint

A written statement submitted by the Grievant to the University Grievance Officer which shall:

- i. Identify the nature of the Grievable Action.
- ii. Name the parties to the grievable conflict.
- iii. Describe how the action being complained of is unfair, unreasonable, arbitrary, capricious, or discriminatory, and/or is contrary to normal administrative procedures as described in the Faculty Handbook and/or violates academic freedom.
- iv. Identify how the decision or action adversely affects the Grievant in his or her present or future academic and/or professional capacity, and/or professional capacity and/or negatively affect the integrity or quality of the academic program.
- v. Describe the desired redress and justify its appropriateness relative to the specific complaints identified in items (iii) and (iv) above.

A completed and signed copy of the Grievance Complaint Form provided in Appendix G of the Faculty Handbook shall be included with the Complaint.

### • Computation of Time

In computing any period of time prescribed or allowed by this policy, the day of the act, event or default from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be included. Actions required by that last day must be completed by 11:59 p.m.

### d. Confidentiality

The confidentiality of grievance complaints and proceedings shall be maintained as allowed by law throughout the process and after the final decision, subject only to the need of the responsible individuals and others at the University to comply with the processes specified herein. (See Section 2.18.11.6 and Section 2.18.16.)

- e. Discovery**  
Discovery is that point in time when the individual knew or should have known that a basis for a grievance exists. (See Section 2.18.8.)
- f. Grievants**  
Individuals who file a formal grievance complaint in compliance with the requirements stated in Section 2.18.7. Any ranked or titled academic faculty member as defined in Section 2.2.1 is entitled to grieve under the terms and conditions of this policy. The four academic ranks approved by the University include Instructor, Assistant Professor, Associate Professor, and Professor; all ranked academic faculty are employed on tenure track or tenure contracts and may submit Class A or Class B Grievant Complaints as stipulated in Section 2.18.8. The six academic titles approved by the University include Lecturer, Adjunct Professor, Visiting Professor, Faculty/Research Associate, Faculty-in-Residence, and Endowed Chair/Professorship; all titled academic faculty are employed on at-will contracts and may only submit Class C Grievant Complaints as stipulated in Section 2.18.8.
- g. Grievable Actions \ Grievable Conflict**  
“Grievable Actions” refers to actions or decisions as described in Section 2.18.8 that can be the basis of a formal grievance complaint. “Grievable Conflict” refers to a situation arising as a result of such an action or decision.
- h. Grievance Hearing Committee**  
A committee consisting of five (5) members of the Grievance Panel assigned to review a specific Complaint as described in Sections 2.18.12 and 2.18.14.3.
- i. Grievance Panel**  
The Grievance Panel consists of a pool of eligible Grievance Hearing Committee members consisting of fifteen (15) tenured academic faculty members as described in Section 2.18.14.1. [Individuals serving as members of the Grievance Panel are not permitted to simultaneously serve as University Mediators.](#)
- j. Parties to a Grievance**  
Parties to a grievance include only the Grievant and the Responsible Individual.
- k. Response**  
A written statement prepared by a Responsible Individual (see Section 2.18.6l) in response to a written Request for Formal Grievance Hearing Review which must be submitted to the Grievant and the UGO no later than five (5) working days after receiving the Request for Formal Grievance Hearing Review, per Section 2.18.12.1.
- l. Responsible Individual**  
The individual responsible for the decision or action which constitutes the basis of a grievance complaint.
- m. Request for Formal Grievance Hearing Review**  
A written statement submitted by the Grievant to the University Grievance Officer which shall include
- i. A completed and signed copy of the Request for Formal Grievance Hearing Review provided in Appendix G of the Faculty Handbook
  - ii. A copy of the Complaint
  - iii. A summary of the evidence that the Grievant is prepared to submit to support the claim.  
See Section 2.18.12 for further information concerning materials provided as evidence for a Hearing Review.



**n. Right to Counsel**

Parties to Grievances may seek the aid and assistance of counsel, either legal and/or peer, who may participate in formal Grievance Hearing proceedings as described in Sections 2.18.12.5. Legal counsel refers to those counselors selected by the parties who are licensed to practice law, whether members of the academic faculty or not. Peer counsel refers to those counselors selected by the parties who are not licensed to practice law. Counselors shall not have standing to speak.

**o. Settlement Agreement**

A written agreement to settle a grievable conflict reached either during the mediation period or at some point following the mediation period but prior to the issuance of a written Hearing Review Committee Decision. See Sections 2.18.11.5b and 2.18.12.4 for information concerning legal and administrative review and approval.

**p. Working Day**

Any day of normal University operations based upon the five (5) day, Monday through Friday week, except all official University holidays. See Section 2.18.10 concerning possible postponements of mediation and grievance procedures during the summer months.

**q. University Mediators (UMs)**

Individuals responsible for conducting mediation as described in Section 2.18.11. [Individuals serving as members of the Grievance Panel are not permitted to simultaneously serve as University Mediators.](#)

**r. University Grievance Officer (UGO)**

Individual responsible for coordinating and facilitating the activities of the UMs, the Grievance Panel, and the Grievance Hearing Committees. Detailed responsibilities of and selection process for the UGO are described in Section 2.18.13.

## **2.18.7 The Right to Grieve**

### **2.18.7.1 Persons Entitled to Grieve**

Any ranked or titled academic faculty member as defined in Section 2.2.1 may initiate a Grievance, subject to the requirements set forth above (Mediation) and as further provided below. Grievances by more than one (1) faculty member from a single administrative unit or department or committee thereof may be joined in a common grievance if, in the discretion of the UGO, their Grievances have sufficient commonality to be heard collectively. Persons entitled to grieve under the terms and conditions of this policy are referred to as "Grievants." Matters that can be subject of Grievances are described in Section 2.18.8 and are called "Grievable Actions."

### **2.18.7.2 Provision of Due Process to Grievants**

No action that may deprive a faculty member of a constitutional right shall be taken unless such a member has first been accorded due process of law.

## **2.18.8 Forms of Grievable Actions**

Grievable Actions will be in the form of three (3) separate classes of Grievances.

Class A and B Grievances, as more fully described below, must involve a complaint by a tenure or tenure track faculty member that a Grievable Action has occurred because a decision, recommendation, or action of an administrator is unfair, unreasonable, arbitrary, capricious, or discriminatory, and/or is contrary to normal administrative procedures as described in the Faculty Handbook, and/or violates academic freedom, and that it does or will adversely affect

the Grievant in his or her academic and/or professional capacity and/or negatively affect the integrity or quality of the academic program, excepting those matters set forth in Section 2.18.3 and Section 2.18.4.

Class C Grievances, as more fully described below, must involve a complaint by an at-will faculty member whose employment was terminated by the University.

The determination of whether a Grievance is considered a Class A, Class B or Class C Grievance shall be made by a majority vote of the Grievance Hearing Committee appointed to the grievance.

- a. Class A Grievances are those that involve complaints by a tenure or tenure track faculty member about the following actions: termination of contractual rights, reduction of salary, demotion, actions violative of academic and intellectual freedom, or assignment of unreasonable workloads. The burden of proof in Class A Grievances falls upon the individual initiating the decision or the action which constitutes the basis of the grievance ("Responsible Individual"). (For description of Burden of Proof, see Section 2.18.6b.)
- b. Class B Grievances pertain to a complaint by a tenure or tenure track faculty member ~~that~~ concerning a term or condition of employment other than those that may be the basis for a Class A or Class C Grievance, such as reappointment, amount of salary increase, denial of promotion, denial of tenure, abuse of discretion, lower evaluation than deserved on annual review, or denial of sabbatical leave. The burden of proof in Class B Grievances falls upon the Grievant. (For description of Burden of Proof, see Section 2.18.6b.)
- c. Class C Grievances involve a claim by an at-will faculty member that the Provost's recommendation to the President regarding termination was due to discrimination prohibited under Federal or State law or University policy. The burden of proof in Class C Grievances shall fall upon the Grievant. (For description of Burden of Proof, see Section 2.18.6b.)

Tenure and tenure-track faculty requests for a salary adjustment related to equity or salary compression do not form the basis of a grievance complaint, but shall be considered under the provisions of Section 2.13.2.2. Regarding Class A and Class B complaints related to salary, see also Section 2.13.3.

## **2.18.9 Overview of Grievance Process.**

### **Step 1 Informal Resolution**

Prior to referring a grievable conflict to the University Grievance Officer (hereinafter referred to as "UGO") per the provision of Step 2, the Grievant ~~should~~ is encouraged to seek to resolve the dispute informally through discussions with the responsible individual(s) and the immediate supervisor of the responsible individual(s). Failure to seek informal resolution within twenty (20) working days after the date of the decision or action giving rise to the grievable conflict or Discovery of the decision or action shall not be grounds for denying access to the formal mediation and grievance procedures described in Section 2.18.

### **Step 2 Filing of a Grievance Complaint with University Grievance Officer**

If informal resolution is not achieved, then a formal Grievance Complaint shall be submitted by the faculty member to the UGO no later than twenty (20) working days after the date of the decision or action giving rise to the grievable conflict or Discovery of the decision or action. For Class B Grievance Complaints involving lower evaluation than deserved on annual review, amount of salary increase, denial of promotion, denial of tenure, or non-reappointment, discovery shall be based on

[the dates specified in Sections 2.9.1.2j, 2.9.2.1k, and 2.17.1.2.1.](#) See Section 2.18.6 for details concerning Discovery and the preparation of a Grievance Complaint.

**Step 3 Referral of Grievable Conflicts to University Mediators**

The UGO shall assign a University Mediator (hereinafter referred to as “UM”) from the pool within five (5) working days after receiving a Grievance Complaint. A first meeting with mediation participants will take place within ten (10) working days after that assignment, except in the case of an objection to the assignment of the UM. If the UM has reason to believe that mediation efforts are likely to produce a resolution of the grievable conflict, the mediation period will be shall be ~~extended~~ continued. ~~If the mediation is unsuccessful,~~ If the mediation period does not produce a resolution of a grievable conflict within thirty (30) working days of the date of the UM assignment, the UM will provide a written statement to that effect to the parties indicating the termination of mediation. Mediation shall be required in all Grievance Complaints except for Class A Grievance Complaints involving Dismissal (Section 2.16.4), Class A Grievance Complaints involving Termination for Prolonged Mental or Physical Illness (Section 2.16.6.2.1), Class A Grievance Complaints involving Termination for Reduction in Force (Section 2.16.6.3.3) and Class B Grievance Complaints involving denial of tenure (Section 2.9.2.1), In these cases, mediation may take place at the request of the Grievant. See Section 2.18.11 for additional details concerning the Mediation Time Line and Procedures.

**Step 4 Request for Formal Grievance Hearing Review**

Within fifteen (15) working days after the date of the written notice of termination of mediation, the Grievant shall submit a written Request for a Formal Grievance Hearing Review to the Responsible Individual and the UGO. In those cases where mediation is not required (see Step 3), a Request for Formal Grievance Hearing Review must be filed within 15 working days of filing the Grievance Complaint form. See Section 2.18.6m for further details concerning the preparation of a Request for Formal Grievance Hearing Review.

**Step 5 Written response by Responsible Individual**

Upon receipt of the Request for a Formal Grievance Hearing Review from the Grievant, the Responsible Individual shall prepare a written response (“the Response”) and submit it to the Grievant and the UGO no later than five (5) working days after receiving the Request for a Formal Grievance Hearing Review. This Response should be limited to addressing the claim made in the Request for a Formal Grievance Hearing Review.

**Step 6 Commencement of the Grievance Hearing Review**

The UGO shall forward the Request for a Formal Grievance Hearing Review and the Response to the Grievance Hearing Committee (hereinafter referred to as “the Committee”). The ~~hearings of a Grievance~~ first hearing session shall ~~begin~~ take place no later than ten (10) working days following a Grievant’s request for a formal hearing and culminate in a written decision from the Grievance Hearing Committee within ten (10) working days of the date of the last hearing session. See 2.18.12 for further details concerning the Grievance Hearing Review Procedures.

**Step 7 Administrative Review of the Grievance Hearing Review Committee Decision**

Decisions of the Grievance Hearing Committee adverse to the Grievant are final unless the Grievant chooses to appeal the committee decision. All other decisions of the Grievance Hearing Committee must be reviewed and approved by the Provost and President before they become final, unless the Provost or the President is a party to the Grievance. If the Provost is a party to the Grievance, but the President is not, the review shall be made only by the President. If the President is a party to the

Grievance, the review shall be made only by the Board of Governors as detailed in Step 10 below.

**Step 8 Provost Review and Recommendation**

The Provost shall consider the recommendations of the Grievance Hearing Committee concerning a Grievance only on the basis of the written record accumulated to that point, together with an appeal, if any, by the Grievant. An appeal by the Grievant must be submitted to the Provost within five (5) working days after receipt of the written decision of the Grievance Hearing Committee and must provide reasons for the appeal. Within ten (10) working days of an appeal from the Grievant or a Grievance Hearing Committee decision that was not appealed, the Provost shall respond in writing. See Section 2.18.12.9.1 for details on Provost Review.

**Step 9 Presidential Review and Action**

The President shall consider the recommendations of the Grievance Hearing Committee and the Provost (unless the latter was a party to the Grievance) and any appeals by the Grievant. An appeal by the Grievant must be submitted to the President within five (5) working days after receipt of the written statement from the Provost (or the written decision of the Grievance Hearing Committee if the Provost was a party to the Grievance) and must provide reasons for the appeal. Failure of the Grievant to file an appeal within this period shall constitute acceptance of the decision of the Provost (or the decision of the Grievance Hearing Committee if the Provost was a party to the Grievance). The President shall issue a decision to all parties, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material. See Section 2.18.12.9.2 for details on Presidential Review and Action.

**Step 10 Appeal to the Board in Cases Involving the President as a Party to the Grievance or in Cases Involving Dismissal/Termination of a Tenure or Tenure Track Contract Faculty Member**

If the President was a party to the Grievance or if the President recommends Dismissal or Termination of a Tenure or Tenure Track Contract, the Grievant may ~~appeal the decision of the Grievance Hearing Committee to the~~ [submit an appeal to the CSU-System Board of Governors](#). See Section 2.18.12.9.3 for details concerning the Board appeals process.

**2.18.10 Time Limitations**

By written agreement of the parties, or in the event of pressing emergencies, subject to the written approval of the UGO, the time limits set forth in Section 2.18 may be extended for reasonable periods.

In the absence of such an agreement, the following shall apply when any action which is required to be taken within a specified time period is not taken in time:

- a. If the Grievant fails to act within the time limits provided herein, the University shall have no responsibility to process the grievance and it shall be deemed withdrawn.
- b. In the case where the Responsible Individual or UGO fails to act in time, the grievant may proceed to the next level of the procedure and any subsequently issued decision on the matter at the bypassed level shall be void, with the following exceptions:
  - i. In the case of a Complaint that is filed less than forty (40) [working](#) days before the end of the academic year or during the summer, mediation and hearing procedures may be postponed until the beginning of the following academic year by the UGO who shall make this decision based on the nature and seriousness of the grievable action or

conflict. The written decision of the UGO to postpone mediation and hearing procedures will be provided to all Parties within five (5) working days of receipt of the Complaint.

- ii. In the case of a Request for Formal Grievance Hearing Review which is filed less than fifty (50) working days before the end of the academic year or during the summer, hearing procedures may be postponed until the beginning of the following academic year by the UGO who shall make this decision based on the nature and seriousness of the grievable action or conflict. The written decision of the UGO to postpone hearing procedures will be provided to all Parties within five (5) working days of receipt of the Request for Formal Grievance Hearing Review.
- iii. In the case of a decision by the UGO that Mediation and/or Hearing Review should continue during summer months, the individual(s) appointed as a University Mediator and/or as a member of a Hearing Review Committee may receive compensation, as determined by the Provost, for service during summer months.

## **2.18.11 Mediation Process**

### **2.18.11.1 Summary of Mediation Process**

The persons responsible for conducting mediation under this section will be referred to as "University Mediators" (hereinafter referred to as "UMs"). The UMs will be responsible for mediating grievable conflicts involving academic faculty members. There will be a pool of UMs. The assigning of UMs is set forth in Section 2.18.11.3. Upon such assignment, the UM shall meet with the mediation participants. If, after meeting with the mediation participants, the UM reasonably believes that mediation efforts may result in a resolution of the grievable conflict, the mediation participants shall enter into a written agreement for a mediation period of a specified duration, not to exceed 30 working days from the date of the assignment of the UM, with the UM to attempt to resolve the grievable conflict.

An administrator's decision which gave rise to a grievable conflict may be altered through the mediation process. Possible outcomes of the mediation process as regards an administrator's decision are:

- a. Acceptance of the decision;
- b. Modification of the decision;
- c. Repeal of the decision;
- d. Proceeding to grievance due to a lack of resolution;
- e. Other outcomes agreed to between the parties during the mediation process.

If the mediation process does not produce a resolution of a grievable conflict within a reasonable time period (not to exceed 30 working days from the date of the assignment of the UM), or if the UM finds that it is unlikely to do so, the faculty member shall be entitled to file a Request for a Formal Grievance Review Hearing in accordance with Step 4 of Section 2.18.9.

## **2.18.11.2 University Mediators**

### **2.18.11.2.1 Qualifications of University Mediators**

Each UM for academic faculty members shall be a tenured, full-time member of the academic faculty with at least the rank of associate professor or shall be a faculty member with a transitional appointment who previously held such a rank or shall be a retired faculty member ~~within three years of retirement~~ who previously held such a rank. Retired faculty who serve as UMs must be within three years of retirement at the time of their initial appointment and may serve up to three additional one-year appointments provided they are within six years of retirement throughout their term of appointment. A UM shall have no administrative duties (see Section 2.18.6a) throughout the term of service. Individuals serving as members of the Grievance Panel are not permitted to simultaneously serve as University Mediators.

### **2.18.11.2.2 Selection and Terms of University Mediators for Academic Faculty**

The President of Faculty Senate and the Provost shall solicit nominations for UMs from the academic faculty members prior to the end of each academic year. In consultation with the Faculty Senate, the Council of Deans, and any other appropriate groups, the President of Faculty Senate and the Provost shall jointly forward recommendations to the President. The President shall appoint at least two (2) academic faculty UMs for the upcoming year, with the number of appointments made in any given year sufficient to maintain a pool of at least six UMs at all times. All appointees must be chosen from the recommendation list prepared by the President of Faculty Senate and the Provost. The UMs for academic faculty members normally shall take office on July 1 following their appointment by the President.

As appropriate, individuals appointed as UMs may have their effort distributions adjusted, as negotiated with their immediate supervisor, to reflect their involvement in the mediation process; or they may receive reassigned time from their academic obligations, or compensation, as determined by the Provost, if mediation is required beyond their appointment periods, during summer months, or if they are retired.

The term of office for a UM shall be three (3) consecutive one (1) year appointments, with each appointment beginning on July 1 and ending on June 30 of the following calendar year. There is no limit to the number of terms a UM may serve. If the position becomes vacant before the expiration of the term, the President of Faculty Senate and the Provost shall recommend jointly an interim appointment to the President to serve until a new UM is selected and takes office the next July 1. Individuals appointed as an interim UM should either have training as mediators per the provisions of Section 2.18.11.2.3, or receive such training immediately upon appointment.

### **2.18.11.2.3 University Mediators' Training**

The UMs must attend periodic mediation training sessions to be eligible to participate in the University's mediation process. Training sessions shall be arranged by the Provost no less frequently than the beginning of each Academic Year, and be held by experienced mediation professionals, as determined by the Provost in consultation with the President of Faculty Senate.

### **2.18.11.3 Referral of Grievable Conflicts to University Mediators**

Within five (5) working days after receiving a Complaint, the UGO shall assign a UM from the pool. The mediation participants shall have five (5) working days from the date of the

assignment of the UM to object to such an assignment. An objection can only be raised based on a potential or actual conflict of interest arising from the UM's prior or current relationship with the mediation participants or knowledge of previous related grievable conflicts. The UGO shall make the final decision on the assignment of a UM.

#### 2.18.11.4 Mediation Procedures/Time Line

- a. The UM shall attempt to mediate potential grievable conflicts involving faculty members by meeting with the mediation participants, discussing their respective positions, and reviewing relevant information. Such action shall occur within ten (10) working days following assignment of a grievable conflict to a UM.
- ~~b.~~ If, after meeting with the mediation participants, the UM has reason to believe that mediation efforts are likely to produce a resolution of the grievable conflict, the mediation period shall be ~~extended an additional (20) working days from the date of the initial meeting~~ continued. If the mediation period does not produce a resolution of a grievable conflict within thirty (30) working days from the date of the UM appointment, the mediator shall issue a written notice of termination of the mediation. ~~Within fifteen (15) working days of the date of the notice of termination of mediation, the grievant shall file a written request for a formal Grievance Review Hearing with the Responsible Individual and the UGO.~~
- c. Within fifteen (15) working days of the date of the notice of termination of mediation, the grievant shall file a written request for a formal Grievance Review Hearing with the Responsible Individual and the UGO. The UM may continue to work with the mediation participants even after a written Request for a Formal Grievance Review Hearing is filed under Section 2.18.12. The UM's mediation efforts must, however, cease at the time that a Review Hearing commences. Grievable conflicts that are not referred for mediation within twenty (20) working days of Discovery or for which a Request for a Formal Grievance Review Hearing is not filed within fifteen (15) working days following the termination of the mediation period (see Section 2.18.11.4b) are not eligible to be heard by a Grievance Hearing Committee under the provisions of Section 2.18.12.
- d. ~~Grievable conflicts that are not referred for mediation within twenty (20) working days of Discovery or for which a Request for a Formal Grievance Review Hearing is not filed within fifteen (15) working days following the termination of the mediation period (see Section 2.18.11.4b) are not eligible to be heard by a Grievance Hearing Committee under the provisions of Section 2.18.12.~~ Mediation shall be required in all Grievance Complaints except for Class A Grievance Complaints involving Dismissal (Section 2.16.4), Class A Grievance Complaints involving Termination for Prolonged Mental or Physical Illness (Section 2.16.6.2.1), Class A Grievance Complaints involving Termination for Reduction in Force (Section 2.16.6.3.3) and Class B Grievance Complaints involving denial of tenure (Section 2.9.2.1). In these cases, mediation may take place at the request of the Grievant. Should the Grievant in such a case decline mediation, a Request for Formal Grievance Hearing Review must be filed within 15 working days of filing the Grievance Complaint form.

#### 2.18.11.5 Documentation

- a. The UGO and/or the UM assigned to the case may request from the participants, and is entitled to receive promptly, any and all materials that either one may deem relevant to the grievable conflict.

- b. Any resolution reached during mediation by participants must be reduced to writing and titled as a Settlement Agreement. Such Agreements are subject to approval by the Provost and the President and review by the Office of General Counsel for legal sufficiency.

#### **2.18.11.6 Admissibility of Communication with the University Mediators**

Documentation and other communication created specifically in connection with the resolution of a grievable conflict shall constitute a part of the faculty member's personnel file pursuant to the Dispute Resolution Act, C.R.S. 13-22-301 et seq. Accordingly, such communication is intended to be confidential to the full extent permitted by law and not be disclosed, except as may otherwise be required by law or by agreement of the mediation participants. When a resolution is reached, documentation and other communication created during the mediation process shall be forwarded to the UGO, who shall retain the materials for a minimum of 8 years. For purposes of admissibility in a grievance hearing, records created by a Faculty member or a Responsible Individual prior to a faculty member's initiation of the mediation process are not considered confidential communication.

#### **2.18.12 Grievance Hearing Review Procedure**

The faculty member is required to participate in the mediation process set forth above prior to requesting a Grievance Hearing Review. If a satisfactory resolution is not achieved through the mediation process, or if the UM determines that mediation will not be successful, the faculty member may then file a Request for Formal Grievance Hearing Review using the procedure below.

##### **2.18.12.1 Time and Manner of Initiating a Grievance Hearing Review**

A Grievance Hearing Review must be initiated by submitting a written Request for a Hearing Review to the Responsible Individual and the UGO no later than fifteen (15) working days after the date of notice of termination of the mediation period, as described in Section 2.18.11.4d.

The Request for Formal Grievance Hearing Review shall include:

- a. A completed and signed copy of the Request for Formal Grievance Hearing Review provided in Appendix G of the Faculty Handbook
- b. A copy of the Complaint
- c. A summary of the evidence that the Grievant is prepared to submit to support the claim.

The UGO shall have the right to question and determine the applicability, reasonableness, and relevance of any material to the Grievance, but must relate any such concerns to the Grievant and provide the Grievant an opportunity to improve the materials. One week after this communication, the UGO shall forward the Grievant's complaint to the Committee with a statement that, in the opinion of the UGO, the Grievant has or has not produced relevant and/or reasonable evidence.

Upon receipt of the Request for Formal Hearing Review from the Grievant, the Responsible Individual shall prepare a written response ("the Response") and submit it to the Grievant and the UGO no later than five (5) working days after receiving the Request for Formal Hearing Review. This Response should be limited to addressing the claim made in the Request for Formal Hearing Review.

##### **2.18.12.2 Receipt of Request for Formal Hearing Review by Grievance Hearing Committee**

The UGO shall forward the written Request for Formal Hearing Review and the Response (see Section 2.18.12.1) to the Grievance Hearing Committee.

The Committee may, either at the request of a party, or on its own initiative:



- a. Instruct the parties to file further written statements explaining their respective positions.
- b. Direct the parties to produce all relevant documents and to identify all possible witnesses summarizing their expected testimony

The Committee may decide a Class B grievance without a hearing if the Committee determines that the Complaint lacks substantive merit under the criteria specified in Section 2.18.8. Prior to rendering a decision on a Class B grievance without a hearing, the Committee Chairperson shall relate the Committee concerns to the UGO and the Grievant in writing and provide the Grievant an opportunity to supplement the materials provided and further explain his/her position. Within five (5) working days of receipt of a request for supplemental materials, the Grievant shall forward a response to the Committee Chairperson and the UGO. Should the Committee find that the Grievant's response does not adequately address Committee concerns about the merit of the Complaint, the Committee may render a decision without a hearing. The faculty member shall have the right to appeal to the Provost a decision rendered by the Committee without a hearing, unless the Provost is a party to the Grievance, in which case the President shall consider the appeal.

#### **2.18.12.3 Right To Clerical Assistance**

Any person requesting a formal Grievance Hearing Review has the right to clerical support from University personnel for preparation of documents for use in the Grievance process. Because maintenance of confidentiality is an important element of the procedure, the clerical support should come from a unit at the next higher level than the one in which the Grievant is housed (e.g., from the dean, for an academic faculty member; from a vice president, for a dean; etc.).

#### **2.18.12.4 Resolution by Settlement Agreement**

At any time in these proceedings, the Parties to a grievance may seek to resolve the matter by mutual agreement. A Settlement Agreement must be forwarded in writing to the Provost for administrative review and approval per the procedures in Section 2.18.12.9. In the event that the Settlement Agreement is not approved by the Provost and the President, Grievance Hearing Procedures will re-commence within five (5) working days.

#### **2.18.12.5 Conduct of Grievance Hearings**

Evidentiary rules that are applicable to all hearings are given in Section 2.18.12.7. The rules and procedure outlined below shall apply in all formal hearings conducted by a Grievance Hearing Committee.

- a. The Formal Grievance Review Hearing shall commence no later than ten (10) working days following a Grievant's Request for a Formal Hearing. Each party has the right to request a delay of no more than ten (10) working days upon showing a necessity to allow the proper development of the evidence and arguments, and the UGO shall have the authority to delay hearings to facilitate joining of complaints as provided for in Section 2.18.7.1. Grievance hearings are closed to the public. The Chairperson of the Grievance Committee shall decide all procedural and evidentiary issues during the proceedings.
- b. Prior to the start of the grievance hearing, the Grievance Hearing Committee chairperson shall provide the opportunity to both parties to challenge for cause members of the Grievance Hearing Committee sitting to hear the Grievance.
  - i. Challenge for cause shall be defined to mean a showing that the challenged member of the Grievance Hearing Committee has a conflict of interest and, either

through involvement with the original decision or involvement with the parties (one or both), may be incapable of rendering an impartial decision.

- ii. The Grievance Hearing Committee chairperson shall have the authority to decide all such challenges other than those involving the chairperson. Such latter decisions shall be made by the UGO. Members successfully challenged shall be excused from hearing the Grievance.
  - iii. If, because of challenge or excuse, a member of a Grievance Hearing Committee is unable to sit the next succeeding Grievance Panel member in the rotation order shall sit to hear the Grievance.
- c. Parties to the Grievance shall have the right to legal and/or peer counsel (see Section 2.18.6n). Parties shall identify their counsel no later than the beginning of the grievance hearing and shall not have the right to delay their proceedings because of the lack of counsel, except in the case of emergencies (as determined by the Grievance Hearing Chairperson) occur. In cases where the Office of General Counsel provides an advisor to an administrator against whom a grievance has been filed, a separate representative from the Office of General Counsel would be assigned to advise the Grievance Hearing Committee, thereby preventing a conflict of interest.
  - d. Once initiated, the hearings shall continue on a daily or nightly basis depending on the convenience of the parties and in all cases shall be concluded within ten (10) working days unless extended by the Grievance Hearing Committee.
  - e. Parties to a Grievance have the responsibility to attend all scheduled hearings. No substitutes for the parties shall be allowed. If a party is unwilling to attend any hearing, the proceedings may be held *ex parte*. Parties to a grievance shall have the right to delay proceedings in the event that they are unable to be present due to an emergency (as determined by the Grievance Hearing Chairperson). A scheduled hearing session may not take place without all five members of the Committee present. The presence of the UGO at a hearing session is not required.
  - f. Parties to Grievances and counsel for such parties are responsible for abiding by the procedures herein established. Those parties failing to adhere to the procedures, or failing to assure that their counsel adhere to the procedures, may be excluded from participation in the hearings by a majority of the Grievance Hearing Chairperson and shall have written decision rendered without the presence of those parties.
  - g. The Grievance Hearing Committee Chairperson (see Section 2.18.14.4) shall open the hearing by determining that the parties are present and by identifying the legal and/or peer counsel chosen by the parties. Such advisors or counsels are free to fully advise respective clients to the dispute throughout the proceedings, to assist in formulating any required written documentation, and to help prepare for any oral presentation, but may not actively participate in the proceedings by making objections, by examining witnesses, or attempting to argue the case. The attorneys may not offer unsolicited advice to the Committee. Only the committee members, UGO, parties to the Grievance, and witnesses called shall have standing to speak.
  - h. The Grievance Hearing Committee chairperson shall provide the opportunity to all members of the Grievance Hearing Committee to excuse themselves from service prior to a hearing on grounds of conflict of interest or such intimate involvement in or with the original decision of the parties (one or both) as to be incapable of rendering an impartial judgment concerning the alleged Grievance.

#### **2.18.12.6 Order of Proceedings for Grievance Hearings**

The sequence during the hearings shall vary in accordance with the allocation of the burden of proof. In all instances, the party having the burden of proof shall have the right and responsibility to present first. Subject to Section 2.18.12.5 above, the following persons are entitled to be present during the hearings:

- a. The parties and their advisors and representatives (see Section 2.18.6n).
- b. The UGO, Committee members, and their counsel.
- c. Witnesses when testifying.
- d. Such other persons as are specifically authorized by the Grievance Hearing Committee, unless their presence is objected to by either party and sustained by the UGO.

The hearing process normally should proceed as follows:

- a. Statement by the party having the burden of proof.
- b. Statement by the other party.
- c. Presentation of evidence, either through direct testimony or in authenticated documentary form, by the party carrying the burden of proof (see Section 2.18.12.7 for Evidentiary Rules). The opposing party shall have the right to challenge the relevancy of testimony and written evidence, or to impugn the authenticity of the testimony or evidence presented, and to cross-examine the parties and all witnesses following their original testimony and questioning by the party calling them. All decisions on challenges shall be rendered by the Committee chairperson. Challenges of procedural decisions rendered by the chairperson shall be decided by a majority vote of the remaining members of the Grievance Hearing Committee, with all the votes sustaining the chairperson.
- d. Presentation of evidence, as described immediately above, by the opposing party with the same rights and arrangements as outlined immediately above for both parties.
- e. Direct rebuttal of arguments made by each party.
- f. Members of the Grievance Hearing Committee sitting to hear the Grievance shall have the right to direct questions to witnesses called or to the parties during the presentation of evidence. Where a witness cannot or will not appear, but the Grievance Hearing Committee determines that the interest of justice requires admission of his/her statement, then the Grievance Hearing Committee will attempt to arrange for a deposition. An affidavit or statement from a witness proffered by one party, where the witness is not available for cross-examination, shall not be introduced into the record except by agreement of the non-proffering party.
- g. Summary arguments by the party having the burden of proof, followed by summary arguments of the opposing party.
- h. The members of the Grievance Hearing Committee shall have the authority to direct any further questions to either or both parties following argument and summary, to schedule further hearings to develop points not yet clarified or call additional witnesses requested by the Grievance Hearing Committee if the Committee feels the need to do so. A decision to require further hearings shall be made by the majority vote of the Committee, and such decision shall be

announced by the Committee chairperson to the parties with instructions as to the points of evidence or argument requiring further clarification.

#### **2.18.12.7 Evidentiary Rules for Grievance Hearings**

The following rules shall apply in all hearings before a Grievance Hearing Committee:

- a. It shall be the responsibility of the party seeking to introduce the evidence to demonstrate to the satisfaction of the Committee the pertinence, legitimacy, authenticity and relevance of the evidence presented.
- b. Witnesses called to testify shall have direct and personal knowledge of the points attested to and shall be subject to challenge on the ground that they lack such knowledge. Parties seeking to introduce the testimony of witnesses shall first establish the foundation for (access to pertinent evidence) and the relevancy of the testimony of witnesses.
- c. Either party also may object during the questioning or cross questioning of witnesses to the relevancy of the line of questioning pursued. In such an event, the questioner shall show the relevance of the questioning to the Grievance to the satisfaction of the Committee. All hearings shall be recorded and upon request either party shall have the right to a copy of the record.
- d. Communications and documents prepared and produced solely in connection with the Mediation process shall not be admissible at the Hearing.
- e. The UM for a specific case cannot attend or be called as a witness in a grievance hearing for that case.
- f. In cases involving allegations of unlawful harassment, discrimination, or retaliation, the Grievance Hearing Committee shall review the investigative report of the Director of AA/EEO, and shall give strong deference to the findings and recommendations contained therein.
- g. No offer of settlement of a grievance by either party to the grievance will be admissible as evidence in later grievance proceedings or elsewhere.
- h. No settlement of a grievance will constitute a binding precedent in settlement of similar grievances, unless otherwise agreed.

#### **2.18.12.8 Grievance Hearing Committee Decision**

- a. Following the hearing, the Grievance Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Grievance Hearing Committee shall not substitute its judgment on the substantive merits of the decision which is the basis of the Grievance but will review the decision or action of the Responsible Individual solely to determine whether the action is unfair, unreasonable, arbitrary, capricious, or discriminatory, and/or is contrary to normal administrative procedures as described in the Faculty Handbook and/or violates academic freedom.
- b. When a majority decision has been attained, the Committee chairperson shall have the responsibility to oversee the formulation of a written statement of the decision that summarizes the relevant evidence and explains the reasoning that supports the decision. It also shall state specifically any action necessitated by the decision and identify any proposed relief to be provided. Should the Committee chairperson not concur in the majority decision, the members of the majority shall choose from

among their number a person to oversee the formulation of the written statement of the decision.

- c. In all cases, the written decision of the Committee shall be rendered within ten (10) working days of the adjournment for discussion and conference. Dissenting opinions, if any, shall follow the same guidelines and shall be rendered within the same time limits. The Committee chairperson shall transmit the written decision(s) of the Committee to the UGO.
- d. The UGO shall notify both parties when a written decision has been rendered. Within two (2) working days after notice of a decision has been given, the UGO shall announce the decision to both parties. Written copies of the decision or decisions shall be provided to the parties and to the immediate supervisor of the Responsible Individual for administrative review.
- e. Upon request, any party to the conflict is entitled at no cost to a copy of all written or documentary evidence introduced at the hearing.

#### **2.18.12.9 Administrative Review and Approval**

Decisions of the Grievance Hearing Committee adverse to the Grievant are final unless the Grievant chooses to appeal the committee decision. All other decisions of the Grievance Hearing Committee must be reviewed and approved by the Provost and President before they become final, unless the Provost or the President is a party to the Grievance. If the Provost is a party to the Grievance, but the President is not, the review shall be made only by the President. If the President is a party to the Grievance, the review shall be made only by the Board.

##### **2.18.12.9.1 Provost Review and Recommendation**

The Provost shall consider the ~~recommendations~~ written decision of the Grievance Hearing Committee concerning a Grievance only on the basis of the record accumulated to that point, together with an appeal, if any, by the Grievant. An appeal by the Grievant must be submitted to the Provost within five (5) working days after receipt of the written decision of the Grievance Hearing Committee and must provide reasons for the appeal. Failure of the Grievant to file an appeal within this period shall constitute acceptance of the Grievance Hearing Committee decision. No party may introduce new substantive issues for the Provost's review. The Provost shall overturn a decision of the Grievance Hearing Committee only if there is a finding that the decision of the Grievance Hearing Committee was unfair, unreasonable, arbitrary, capricious, or discriminatory.

Within ten (10) working days of receipt of an appeal from the Grievant, if any, and no later than fifteen (15) working days of receipt of the written Grievance Hearing Committee decision, the Provost shall respond by providing to all parties to the Grievance, members of the Grievance Hearing Committee and the UGO a written statement of the decision rendered with a summary of relevant evidence and the reasoning that sustains the decision. A decision to reject the Grievance Hearing Committee's decision shall be based upon a determination that the decision was unfair, unreasonable, arbitrary, capricious, or discriminatory. The Provost shall issue a written statement of the decision, complete with a recounting or summary of the pertinent evidence, a recitation of the relevant policy or policies, and an explanation of the reasoning behind the refusal to accept the Grievance Hearing Committee decision.

#### 2.18.12.9.2 Presidential Review and Action

- a. The President shall consider the **recommendations** written decisions of the Grievance Hearing Committee and the Provost (unless the latter was a party to the Grievance) and any appeals by the Grievant. An appeal by the Grievant must be submitted to the President within five (5) working days after receipt of the written statement from the Provost (or the written decision of the Grievance Hearing Committee if the Provost was a party to the Grievance) and must provide reasons for the appeal. Failure of the Grievant to file an appeal within this period shall constitute acceptance of the decision of the Provost (or the decision of the Grievance Hearing Committee if the Provost was a party to the Grievance). Appeals to the President shall include a written summary of the basis for the appeal, not to exceed two (2) pages, and include copies of the Complaint, the original decision upon which the Grievance was based, the decision of the Grievance Hearing Committee, and all administrative decisions made with respect to the decision of the Grievance Hearing Committee. The UGO shall assist the Grievant in obtaining any such documentation, if necessary.

Appropriate action by the President refers to the President's decision to accept or reject the decision of the Provost (or Grievance Hearing Committee if the Provost was a party to the Grievance).

- i. A decision to accept a Grievance Hearing Committee decision in favor of a Grievant shall require that the President issue the appropriate instructions through the administrative chain leading to the administrator with whom the grievance initially was filed to make the appropriate redress of the grievance.
  - ii. A decision to accept the Grievance Hearing Committee's decision against the Grievant shall require a statement to that effect.
  - iii. A decision to reject the Grievance Hearing Committee's decision shall be based upon a determination that the decision was unfair, unreasonable, arbitrary, capricious, or discriminatory. The President shall issue a written statement of the decision, complete with a recounting or summary of the pertinent evidence, a recitation of the relevant policy or policies, and an explanation of the reasoning behind the refusal to accept the Grievance Hearing Committee decision. To provide redress in cases where the Presidential decision favors the Grievant, the President shall issue the appropriate instructions through the administrative chain leading to the administrator with whom the grievance initially was filed.
- b. The President shall issue a decision to all parties, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material. Except as set forth below, the decision of the President is final:
    - i. Appellate review of a dismissal decision for tenure or tenure track contract faculty may be sought before the Board of Governors of the Colorado State University System in accordance with the Dismissal Policy in Section 2.17.4.
    - ii. Appellate review of a termination decision for tenure or tenure track contract faculty for reasons of prolonged mental or physical illness may be

sought before the Board of Governors of the Colorado State University System in accordance with the Termination Policy in Section 2.17.6.2.

- iii. Appellate review of a termination decision for tenure contract faculty for reasons of reduction of force for reasons of financial exigency may be sought before the Board of Governors of the Colorado State University System in accordance with the Termination Policy in Section 2.17.6.3.3.

#### **2.18.12.9.3 Appeals Process in Cases Involving the President as a Party to the Grievance or in Cases Involving Dismissal/Termination of a Tenure or Tenure Track Contract Faculty Member**

If the President was a party to the Grievance, or if the President recommends dismissal or termination of a tenure or tenure track contract faculty member, the Grievant may submit an appeal to the CSU System Board of Governors (Board).

An appeal to the Board must be made in accordance with the then existing Review Policy of the Board. Copies of this Policy may be obtained either from the UGO or the Executive Secretary of the Board. The Review Policy describes Board review requirements for submission of written statements and the process by which the Board conducts its review and makes its decisions. The faculty member should refer to the Review Policy in its entirety for a complete understanding of the Board's requirements for review of dismissal decisions.

Board decisions in favor of the Grievant shall include an appropriate remedy for the Grievance, whether through special Board action or in the form of instruction for appropriate administrative relief. Decisions by the Board, whether to approve or disapprove recommendations by the Grievance Hearing Committee or to sustain or reject appeals made by Grievant, are final.

#### **2.18.12.9.4 Procedural Violations of Grievance Hearing proceedings**

Allegations that specific provisions of this Grievance Policy were violated during Grievance Hearing proceedings shall not constitute grounds for a grievance under the provisions of Section 2.18, but shall receive due consideration at the appeal level. The sole exception to this provision shall be violations of the confidentiality provisions in Section 2.18.16, which shall be grievable.

#### **2.18.13 University Grievance Officer**

The UGO is responsible for coordinating and facilitating the activities of the UMs, the Grievance Panel, and the Grievance Hearing Committees (see Sections 2.18.11 and 2.18.14). The UGO also assures that the procedures herein established are followed reasonably and accurately and decides procedural issues as set forth herein. Any departure from these procedures shall occur only with the written approval of the UGO.

##### **2.18.13.1 Selection, Qualifications, and Term of the University Grievance Officer**

The UGO shall be a tenured, full-time member of the academic faculty with at least the rank of associate professor and shall have no administrative duties (see Section 2.18.6a) throughout the term of service. The term of office shall be three (3) consecutive one (1) year appointments of July 1 – June 30. There is no limit to the number of terms a UGO may serve.

The UGO shall be evaluated on an annual basis throughout the three-year term. In ~~November~~ October of each year of the three-year term, the Executive Committee of Faculty Senate and the Provost shall evaluate the UGO's performance. At the end of the first year and second year appointments of the three-year term, continuation of the term of the UGO into the subsequent one-year appointment shall require approval by a

majority vote of the Executive Committee of Faculty Senate and separately approval by the Provost.

~~Prior to the expiration of the three-year term of a UGO, a subcommittee of~~ In October of the third year appointment of the three-year term of a UGO, the Committee on Shared Governance shall solicit nominations for UGO. Nominations must be approved by a majority vote of the Faculty Senate. When at least two nominations have received this approval, the names will be submitted to the President through the Provost. The President will select the UGO during the second week of February and the UGO will take office on the following July 1. The UGO will provide administrative reports to the Provost and the Faculty Senate.

If the position of UGO becomes vacant before the expiration of the three-year term, the Grievance Panel shall recommend an interim appointment to the President, through the Provost, to serve until a confirmed UGO, selected the following February through the procedure specified in the previous paragraph, takes office on July 1. During the interim appointment, the Interim UGO shall serve all the duties of the UGO as specified in Section 2.18.13.4. Whenever possible, an individual appointed as an Interim UGO should have prior experience with the Grievance Procedure either as an UGO or as a member of the Grievance Panel, and should be provided with release time or other compensation commensurate with the duties to be performed.

#### **2.18.13.2 Oversight of the University Grievance Officer**

The UGO shall be responsible to the Grievance Panel (see Section 2.18.14.1) which shall be authorized to adopt procedural guidelines necessary to implement provisions of Section 2.18 as well as to assure that the UGO meets his or her responsibilities under Section 2.18.13.4.

#### **2.18.13.3 Service of the University Grievance Officer**

The UGO shall be appointed part-time, depending upon the work load, with a minimum appointment fraction of 0.25. The appointment fraction and associated funds shall be negotiated at least annually among the UGO, the Provost, and the UGO's department head and may be reviewed as necessary during the year. Adequate secretarial and expense support shall be provided by the Provost.

#### **2.18.13.4 Duties of the University Grievance Officer**

The UGO shall be responsible for:

- a. Maintaining a record of actions taken with the Grievance process.
- b. Coordinating and facilitating the activities of the Grievance Panel by maintaining the records of the Panel, scheduling all meetings of the Panel for informational and organizational purposes, scheduling meetings of its Grievance Hearing Committees, calling individuals to appear before the Grievance Hearing Committees, and establishing the rotation order for service by the members of the Grievance Panel on Grievance Hearing Committees.
- c. Overseeing the grievance procedures, review processes, and mediation system hereby established to insure its effectiveness and to prepare reports to the Grievance Panel, including recommendations for improving the system.
- d. Assuring that academic faculty members are familiar with the provisions, components, purposes, and procedures of the Grievance Procedures, review processes, and mediation system.



- e. Making recommendations to the Committee regarding guidelines for the Committee to operate under pursuant to Section 2.18.
- f. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section 2.18.12.
- g. Facilitating the conduct of Hearings and decision.
- h. Preparing, in consultation with the Grievance Panel, an annual report which summarizes activities and recommendations during the previous year each June for the Faculty Senate.
- i. Maintaining and updating the list of UMs.
- j. Appointing appropriate UMs to mediate grievable conflicts involving academic faculty members.

#### **2.18.13.5 Temporary Special University Grievance Officer**

In the event of a conflict of interest by the UGO in a Grievance, or in the event that the UGO becomes a Grievant or requests to be recused, the Provost shall appoint, with the approval of the Grievance Panel and the President, a Special UGO for that Grievance. The Special UGO shall have all the duties herein of the UGO for the duration of the specific Grievance for which he or she is appointed, but only for that specific Grievance. Whenever possible, an individual appointed as a Special UGO should have prior experience with the Grievance Procedure either as an UGO or as a member of the Grievance Panel, and should be provided with release time or other compensation commensurate with the special duties to be performed. The Provost may extend time limits as necessary until the Special UGO has been appointed.

### **2.18.14 Grievance Panel and Grievance Hearing Committees**

#### **2.18.14.1 Grievance Panel**

The Grievance Panel shall be a pool of eligible Grievance Hearing Committee members consisting of fifteen (15) tenured academic faculty members with at least one (1) from the Library and two (2) from every other academic unit. No person having administrative duties, as described in Section 2.18.6a, shall be qualified to serve on the Grievance Panel. Individuals serving as members of the Grievance Panel are not permitted to simultaneously serve as University Mediators. Faculty working under a transitional retirement plan are eligible to serve, but faculty on sabbatical leaves are not eligible. See also Section 1.2.5.4. concerning policies for individuals who expect to be fully retired by the end of that academic year and faculty who expect to have a sabbatical leave during the subsequent academic year.

The Grievance Panel shall meet at least once each academic year with University legal counsel to review the Grievance Procedures and Grievance Panel bylaws, with the first such meeting taking place as soon as possible following the appointment of new members to the Grievance Panel.

The Grievance Panel shall operate under a set of bylaws that describes the operating procedures of the Grievance Panel and Grievance Hearing Committees. These bylaws shall be prepared by the Grievance Panel in consultation with the UGO, or subcommittee thereof, and shall be reviewed annually and modified as appropriate.

The Grievance Panel in consultations with the UGO shall also be responsible for making recommendation to Faculty Senate and University administration concerning the need for changes in these grievance policies and procedures.

The Grievance Panel shall elect an ad hoc chairperson for each meeting. The UGO shall be an *ex officio* and non-voting member of the Grievance Panel during its meetings.

#### **2.18.14.2 Election of Grievance Panel Members**

Faculty serving as representatives of their academic unit to the Grievance Panel shall be elected by the faculty in their academic unit, with new representatives elected no later than the first regular Faculty Senate meeting in the fall semester.

Faculty serving as at-large members of the Grievance Panel shall be elected by the Faculty Senate. Nominations for at-large members shall be solicited by the Committee on Shared Governance; self-nomination shall be permitted. Election of new at-large members on the Grievance Panel members shall take place at the first regular Faculty Senate meeting in the Fall semester. At least one week prior to that meeting, the Chairperson of the Committee on Shared Governance shall circulate the names of all nominees to all members of the faculty in order to provide faculty with an opportunity to provide feedback to their representatives on Faculty Senate concerning the nomination slate.

#### **2.18.14.3 Service on the Grievance Panel and Filling of Vacancies**

Service on the Grievance Panel shall be for a three (3) year term, the staggering of terms having been established by lot when the Panel began. Panel members who have served two (2) consecutive terms shall be ineligible for reappointment for a period of two (2) years. When vacancies occur, the Committee on Shared Governance shall fill the vacancy by appointment, in accordance with the constituency of the vacant member within ten (10) working days, unless the vacancy occurs within one (1) month before the regular election. The unexpired term shall then be filled at the next regular election.

#### **2.18.14.4 Organization and Functioning of Grievance Hearing Committees and Selection of Chairperson**

The UGO shall establish a rotation schedule for the members of the Grievance Panel to serve on Grievance Hearing Committees which shall consist of five (5) persons. Each Grievance Hearing Committee scheduled to hear a Grievance shall select from its membership a chairperson who shall be a voting member of the Committee, preside over the hearing, maintain orderly procedures, and supervise the preparation of the written decision concerning the Grievance. When the chairperson shall be in the minority in a divided vote, the person who supervises the preparation of the written decision shall serve as the spokesperson for the Grievance Hearing Committee in the event of rejection or appeal of the decision rendered.

If, because of absences or successful challenges, the five members required for Grievance Hearing Committee functioning cannot be attained or maintained, the next succeeding person(s) in the rotation order shall sit to hear the Grievance. If the chairperson shall be challenged and excused, the members sitting to hear the Grievance shall select another from among their number to be chairperson. In the event it is impossible to establish a full Committee from the remaining membership of the Grievance Panel, the parties shall nominate two (2) persons each for every vacant position, and the UGO shall name the replacements from among those names submitted by the parties, subject to further challenge for cause as provided in Section 2.18.12.5b.

### **2.18.15 Expectations for Members of the University Community**

- a. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.
- b. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.
- c. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant under these procedures. Failure to comply with this expectation may result in the imposition of University sanctions.

### **2.18.16 Confidentiality**

- a. Confidentiality provisions for allegations of unlawful harassment are governed by a separate policy; information concerning these provisions is available from the office of the Director of AA/EEO.
- b. The confidentiality of grievance complaints and proceedings shall be maintained as allowed by law throughout the process and after the final decision, subject only to the need of the responsible individuals and others at the University to comply with the processes specified herein, to present evidence concerning the complaint in other administrative or judicial proceedings, and to implement a decision by the President to provide redress as described in Section 2.18.11.9a(iii).

### **2.18.17 University Accountability**

If in any consecutive twenty-four month period, the President or the Provost does not accept Grievance Hearing Committee findings that favor the Grievant in three or more cases and/or does not provide appropriate redress to the Grievant within that time period, the UGO shall notify the Executive Committee of the Faculty Senate. The administrator in question shall then meet with the Executive Committee of the Faculty Senate in a closed and confidential session. If the administrator in question does not provide an explanation acceptable by a vote to the majority of that committee, or if that administrator refuses to meet with that committee, an automatic motion of No Confidence shall be introduced in the Faculty Senate as a whole and a vote on the motion shall be taken at a Special Meeting of Faculty Senate to take place within four weeks in a closed and confidential session.

### **[2.18.18 Summary of Timing Limitations Within the Mediation System and the Grievance Review Process](#)**

See Appendix G of Faculty Handbook.

### **2.18.19 Flowchart of the Grievance Procedures**

See Appendix G of Faculty Handbook.

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

\_\_\_\_\_  
Approved

MATTERS FOR ACTION:

Policy: Personnel Powers Delegated to Presidents Expanded

RECOMMENDED ACTION:

MOVED, that the Board approve the expansion of the delegated and re-delegable authority of the institutional Presidents to include approval, in accordance with Board-approved institutional policies, of 1) Sabbatical Leaves and revisions to them; 2) Emeritus Faculty Appointments; and 2) all requests for Leave Without Pay, with periodic reports to the Board.

EXPLANATION:

Presented by Dorothy Horrell, Chair, Academic Affairs Committee

The Board delegated to the Presidents certain personnel powers by Resolution on 3 May 1995 and modified that Action by subsequent Resolutions of 2 December 2002, 17 June 2003, 17 March 2004, and 4 December 2009, in general confirming the delegated authority and authorizing re-delegation by the Presidents to appropriate institutional Vice Presidents. This Recommended Action authorizes the expansion of the delegated authority to include the approval of Sabbatical Leaves, Emeritus Faculty Appointments, and all requests for leave without pay. These personnel actions differ only in detail from the other delegations of personnel actions and will make their processing consistent with other personnel actions. The Presidents will report the approvals either when consummated or annually, as appropriate.

Board of Governors of the  
Colorado State University System  
Meeting Date –August 3, 2012  
Report Item

Approved

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

REPORT ITEM:

Colorado State University – Academic Calendar – Fall Semester 2016 through Summer 2018

EXPLANATION:

Presented by Tony Frank, President.

The Colorado State University Academic Calendar, approved by the Colorado State University Faculty Council at its April 3, 2012 meeting, for Fall Semester 2016 through Summer Semester 2018 is as follows.

Board of Governors of the  
 Colorado State University System  
 Meeting Date –August 3, 2012  
 Report Item

**ACADEMIC CALENDAR  
 FALL SEMESTER 2016 THROUGH SUMMER 2018**

**Fall Semester 2016**

Aug. 18-19	Thursday-Friday	Orientation
Aug. 22	Monday	Classes Begin
Aug. 27	Friday	End Restricted Drop*
Aug. 28	Sunday	End Regular Add**
Sept. 5	Monday	Holiday - University Offices Closed - No Classes
Sept. 7	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 17	Monday	End Course Withdrawal (“W”) Period
Nov. 19	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 24-25	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 28	Monday	Classes Resume
Dec. 9	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 12-16	Monday-Friday	Final Examinations
Dec. 16-17	Friday-Saturday	Commencement
Dec. 20	Tuesday	Grades Due
Dec. 26-28	Monday-Wednesday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

**Spring Semester 2017**

Jan. 2	Monday	Holiday – University Offices Closed
Jan. 13-14	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 16	Monday	Holiday – University Offices Closed
Jan. 17	Tuesday	Classes Begin
Jan. 20	Friday	End Restricted Drop*
Jan. 22	Sunday	End Regular Add**
Feb. 1	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period
Mar. 20	Monday	Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal Deadline

Board of Governors of the  
 Colorado State University System  
 Meeting Date –August 3, 2012  
 Report Item

May 8-12	Monday-Friday	Final Examinations
May 12-13	Friday-Saturday	Commencement
May 16 (79 Days, Including Final Examinations)	Tuesday	Grades Due

\* End Restricted Drop - Refers to course sections which may not be dropped after the first week of the semester.

\*\* End Regular Add - Refers to adding courses without instructor approval.

**Summer Session 2017**

May 15	Monday	1st 4 Week and 12 Week Term Begins
May 29	Monday	Holiday University Offices Closed - No Classes
Jun. 9	Friday	1 <sup>st</sup> 4 Week Term Ends
Jun. 12	Monday	2 <sup>nd</sup> 4 Week Term and 8 Week Terms Begin
Jun. 21	Wednesday	Census
Jul. 4	Tuesday	Holiday – University Offices Closed - No Classes
Jul. 7	Friday	2 <sup>nd</sup> 4 Week Term Ends
Jul. 10	Monday	3 <sup>rd</sup> 4 Week Term Begins
Aug. 4	Friday	8, 12 and 3 <sup>rd</sup> 4 Week Terms End
Aug. 8	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

**Fall Semester 2017**

Aug. 17-18	Thursday-Friday	Orientation
Aug. 21	Monday	Classes Begin
Aug. 25	Friday	End Restricted Drop*
Aug. 27	Sunday	End Regular Add**
Sept. 4	Monday	Holiday - University Offices Closed - No Classes
Sept. 6	Wednesday	Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 16	Monday	End Course Withdrawal (“W”) Period
Nov. 18	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 23-24	Thursday-Friday	Holiday – University Offices Closed
Nov. 27	Monday	Classes Resume

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Dec. 8	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 11-15	Monday-Friday	Final Examinations
Dec. 15-16	Friday-Saturday	Commencement
Dec. 19	Tuesday	Grades Due
Dec. 25-27	Mon-Wed	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

**Spring Semester 2018**

Jan. 1	Monday	Holiday – University Offices Closed
Jan. 12-13	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 15	Monday	Holiday – University Offices Closed
Jan. 16	Tuesday	Classes Begin
Jan. 19	Friday	End Restricted Drop*
Jan. 21	Sunday	End Regular Add**
Jan. 31	Wednesday	Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Mar. 10	Saturday	Spring Break Begins – No Classes Next Week
Mar. 19	Monday	End Course Withdrawal (“W”) Period
Mar. 19	Monday	Classes Resume
May 4	Friday	Last Day of Classes; University Withdrawal Deadline
May 7-11	Monday-Friday	Final Examinations
May 11-12	Friday-Saturday	Commencement
May 15	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

\* End Restricted Drop - Refers to course sections which may not be dropped after the first week of the semester.

\*\* End Regular Add - Refers to adding courses without instructor approval.

**Summer Session 2018**

May 14	Monday	1st 4 Week and 12 Week Term Begins
May 28	Monday	Holiday - University Offices Closed - No Classes
Jun. 8	Friday	1 <sup>st</sup> 4 Week Term Ends
Jun. 11	Monday	2 <sup>nd</sup> 4Week Term and 8 Week Terms Begin
Jun. 20	Wednesday	Census
Jul. 4	Wednesday	Holiday – University Offices Closed - No Classes
Jul. 6	Friday	2 <sup>nd</sup> 4 Week Term Ends



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Jul. 9	Monday	3 <sup>rd</sup> 4 Week Term Begins
Aug. 3	Friday	8, 12 and 3 <sup>rd</sup> 4 Week Terms End
Aug. 7	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

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: Emeritus Rank Designations

RECOMMENDED ACTION

MOVED, that the Board of Governors approve the conferral of the rank of Emeritus upon those faculty members listed below:

College of Applied Human Sciences  
Bradford W. Sheafor – Professor

School of Social Work

College of Engineering  
Larry Roesner - Professor

Civil & Environmental Engineering

College of Liberal Arts  
David Yust – Professor  
Donald E. Zimmerman – Professor

Art  
Journalism & Technical  
Communication

College of Natural Sciences  
Paul Bell – Professor  
Dale H. Grit – Associate Professor

Psychology  
Computer Science

College of Veterinary Medicine and Biomedical Sciences

Anthony Knight - Professor  
Ann E. Wagner - Professor  
Richard D. Park – Professor

Clinical Sciences  
Clinical Sciences  
Environmental & Radiological  
Health Sciences

Warner College of Natural Resources  
William Andelt

Fish, Wildlife & Conservation  
Biology

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EXPLANATION:

Presented by Tony Frank, President

The faculty members listed above have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

**Emeritus Rank Designation Summaries**  
**Colorado State University, Fort Collins**  
**August, 2012**

**College of Applied Human Sciences**

Bradford W. Sheafor  
School of Social Work

Dr. Sheafor has had a long and illustrious career spanning over 38 years as an educator, author, researcher, and mentor to countless students and faculty members. As examples of his many accomplishments, Professor Sheafor has published five textbooks that have become “classic”, as well as over 50 professional papers. He has also been a nationally recognized and invited presenter at more than 60 conferences during his career.

In addition, Dr. Sheafor has received numerous honors, including the National Association of Social Workers “Social Work Pioneer Award,” the Council on Social Work Education’s Senior Leadership Scholar Award, the Lifetime Achievement in Social Work Education Award, and many other equally significant recognitions from his peers and colleagues at Colorado State University.

Dr. Sheafor also served as the Director of the School (at that time it was the division of Social Work), the Associate Dean of the College of Professional Studies, and the Associate Dean of the College of Applied Human Sciences at various times during his lengthy career at Colorado State University.

**College of Engineering**

Larry Roesner  
Civil and Environmental Engineering

Dr. Roesner has more than 40 years of experience in water resources and water quality engineering and management. He is a nationally recognized expert in the development and application of hydrologic, hydraulic, and water quality simulation models. He presently holds the endowed Harold H. Short Chair of Civil Engineering Infrastructure Systems at Colorado State University. He teaches undergraduate Senior Design and graduate courses on Urban Storm water Management and Urban Water Systems Analysis and Water Quality modeling.

Dr. Roesner’s area of specialization since 1970 has been urban hydrology and nonpoint source pollution control. He is a principal developer of the Corps of Engineers model STORM, a simplified urban storm water management model, and EPA’s SWMM EXTRAN model, a sophisticated flow-routing model for urban drainage systems. Applications experience includes nonpoint source pollution studies in California, Michigan, Georgia, and Florida, and storm drainage/combined sewer studies in Seattle, San Francisco, Boston, Cincinnati, Detroit,

Cleveland, Omaha, and many Florida cities. International experience in these areas includes Germany, Scotland, Romania, Uruguay, and Brazil. He also has considerable experience with time series analysis of hydrologic records and has developed stochastic models of monthly precipitation and runoff.

Another of Dr. Roesner's areas of specialization is water quality simulation of surface water bodies. Dr. Roesner is the principal author of QUAL-II, a stream water quality model developed for USEPA which simulates 11 water quality parameters. He has conducted a number of USEPA-sponsored workshops on the application of QUAL-II and has experience with model applications throughout the United States and Canada plus applications in Romania, Uruguay, and Brazil. QUAL-II has been used extensively for waste load allocation studies throughout the United States. Other major responsibilities include the development of a reservoir temperature model and the application of Ecologic-Water Quality Models to Monterey Bay, California; Puget Sound, Washington; and Montevideo, Uruguay to study the effects of discharges from proposed ocean outfalls on the receiving waters in these areas.

Over the last 13 years as the Harold H. Short Endowed Professor of Urban Water Infrastructure Systems at Colorado State University, Dr. Roesner has carried out extensive research on Use of Household Gray water for Residential Landscape Irrigation and Toilet Flushing. Current projects include: 1) Examination of plant health and soils properties at homes in five states that irrigate with gray water, 2) Treatment of gray water in wetlands for reuse, 3) Studies of gray water reuse for toilet flushing in a residence hall at CSU, and 3) Studies of the efficacy of decentralized water and wastewater systems in order to maximize conservation of water and minimize water and wastewater treatment costs.

## **College of Liberal Arts**

David Yust

Art

For 47 years, Professor Yust has served Colorado State University with distinction. During his teaching career he has taught in the painting concentration, from the sophomore through the graduate-level, mentoring many students as they began their careers in art. His passion for teaching has never abated. He has taught overseas in our program at the Santa Chiara Study Center in Castiglion Fiorentino, Italy on numerous occasions. He has a vast knowledge of art, and was instrumental in having the environmental artist Christo named as an honorary faculty member of the Art Department. His long running relationship and work with Christo and Jeanne-Claude is notable. He was the recipient of the Colorado Art Education Association Educator of the Year in 2003 and the National Art Education Association Educator of the Year in 2004.

Professor Yust has been a consistent member of the department's Graduate Committee, has served for many years on the Scholarship Committee, serves the College of Liberal Arts on the Stern Award Committee (he received the Stern Award in 2004-2004), is a member of the University Art Museum Advisory Board and serves on the Denver Art Museum Contemporaries Board.

Professor Yust has a strong creative vita, including over 400 solo, group, and juried exhibitions, including the Denver Art Museum, Wichita Art Museum, Rourke Art Museum (Moorhead, MN), Purdue University Art Museum and the Arvada Center for the Arts.

In 2000 he received the prestigious Denver Art Museum/Alliance for Contemporary Art AFKEY Award for his contributions to contemporary art in the state of Colorado. Also notable is that his paintings were selected for the ambassador residencies in Both Bahrain and Croatia, and because of his participation in the embassies program, he was invited by First Lady Laura Bush to the White House in 2004.

Donald E. Zimmerman  
Journalism and Technical Communication

Dr. Zimmerman has completed 35 years of service with the Department of Journalism and Technical Communication. Don has an excellent academic record and plans to stay involved with the university through part-time research efforts after his retirement.

Don is the author of five books as well as nearly 200 articles, papers and proceedings. He has been named a University Best Teacher by the Alumni Association, and has been honored for teaching from the Society for Technical Communication. He was deeply involved in starting CSU's M.S. and Ph.D. programs in Public Communication and Technology, and he has been a prolific advisor of graduate students.

The list of accomplishments continues with the acquisition of millions of dollars in funding from federal agencies, long-time leadership as co-director of the Center for Research on Communication and Technology, and national recognition as a computer software and hardware usability expert.

Aside from his many accomplishments, Don always has been an outstanding citizen of the Department, the College, and the University.

**College of Natural Sciences**

Paul Bell  
Psychology

Dr. Bell was hired into the department of Psychology in 1975 and has spent his entire career here including two stints as the coordinator of the Applied Social Psychology Program (2000-2006 and 2009-2011). Dr. Bell is a noted scholar with a strong reputation in multiple areas of research including social psychology, environmental psychology, and aging and Alzheimer's disease. He has an ongoing grant with the USDA Forest Service. He is a fellow of both the American Psychological Association and the Association for Psychological Science. He is the former president of the Rocky Mountain Human Factors Society. He continues to be active in research and writing, and represents CSU throughout the state giving talks and workshops on Alzheimer's

disease and geriatric mental health. Dr. Bell remains a productive scholar, and the appointment to emeritus status would benefit him, the department, and the profession.

Dale H. Grit  
Computer Science

Dr. Grit's appointment as an assistant professor at CSU began September 10, 1974. He was granted tenure July 1, 1980 and in November of 1980 applied for the rank of associate professor. DR. Grit was the Interim Department chair for the Department of Computer Science from summer session 2001 through summer session 2003. His transitional retirement began in the 2008-2009 academic year and was completed May 16, 2012.

Highlights of Dr. Grit's career at CSU have included:

- Creation and oversight of the CSU Distance Learning and SURGE Computer Science course curriculum, including delivery to the Lockheed Martin Program.
- Creation of the Applied Computing Technology (ACT) major in coordination with the department's key advisor.
- Interim Department Chair for two years.

**College of Veterinary Medicine and Biomedical Sciences**

Anthony Knight  
Clinical Sciences

Dr. Anthony Knight's career as a faculty member at CSU has spanned 39 years. He is an internationally recognized academic veterinarian in Livestock Animal Medicine and is perhaps the leading authority on poisonous plants in animals. His career highlights include:

- 17 years a Head of the Department of Clinical Sciences
- Author of 2 textbooks on Poisonous Plants
- Author of 49 refereed articles and 18 book chapters
- Recipient of numerous professional awards including the prestigious Norden Distinguished Teacher Award, CVMA Outstanding Faculty Award, AAVC Faculty Achievement Award, and Fulbright Senior Scientist Award
- Service to American College of Veterinary Internal Medicine (president), American Association of Veterinary Clinicians (president), United States Health Association Animal Welfare Committee, and United States Animal Health Foreign Animal Disease Committee.

Professor Knight is highly regarded by the faculty as an academic leader and scholar. There are few faculty in the Department of Clinical Sciences whose careers have not been positively influenced by his leadership, scholarship, and mentorship. His appointment as Emeritus Professor is highly deserved and would bring prestige to the department, college, and university.

Ann E. Wagner  
Clinical Sciences

Dr. Ann Wagner has been a faculty member at CSU for the past 23 years. She has had a distinguished career as a veterinary anesthesiologist. Some of her career highlights include:

- Diplomate of the American College of Veterinary Pathologists and the American College of Veterinary Anesthesiologists
- Section head of Anesthesiology
- 75 refereed publications in the most prestigious veterinary journals including *Am J Vet Res* and *JAM Vet Med Assoc*
- Author of 12 book chapters
- 12 years of service on the Institutional Animal Care and Use Committee (IACUC)

Professor Wagner is very highly regarded by the faculty as an academic clinician and scholar in the field of veterinary anesthesiology. She is a valued colleague and her appointment as Emeritus Professor is deserved and strongly supported by her fellow faculty.

Richard D. Park  
Environmental and Radiological Health Sciences

Dr. Park has served Colorado State University as a tenure-trac/tenured faculty member for 37 years. During this period of distinguished service he has established an outstanding teaching record in the classroom and in the Veterinar Teaching Hospital. He has served as Section Head of the Veterinary Diagnostic Imaging Section for over 20 years establishing the imaging section as one of the outstanding Veterinary Imaging Programs in the country and well recognized in the world. He has served as resident director and advisor or co-advisor for 16 students (M.S. and Ph.D.) and has served on over 60 graduate committees. He has provided 175 continuing education presentations to the veterinary community, has been primary or contributing author on 125 scientific publications and 24 book chapters. He also has 38 presentations at scientific meetings as primary or secondary author. Dr. Park has been instrumental in developing the Diagnostic Imaging Section from only radiological imaging to a multi-modality imaging service including radiology, ultrasound, nuclear medicine, computed tomography/positron emission tomography and magnetic resonance imaging. He has served as president of the American College of Veterinary Radiology and on many committees of the College. He has also served 12 years on the American Board of Veterinary Specialties and served as president of this committee for 1 year. He is interested in continued interaction with the Veterinary Diagnostic Imaging Section to assist in mentoring non-tenured faculty and continuing to improve the quality of the diagnostic service in the Veterinary Teaching Hospital.

**Warner College of Natural Resources**

William Andelt  
Fish, Wildlife, and Conservation Biology

Dr. William Andelt retired as a full professor in the Department of Fish, Wildlife, and Conservation Biology. From 1985 to 2004, Dr. Andelt was an Extension Wildlife Specialist. He



was extremely active across the state during his time as an extension specialist and published nearly 90 extension publications. He returned to his regular RI position in 2004 where he remained until his retirement. He was extremely productive in research, teaching, advising, and service and a valued member of the faculty. In 1990, Dr. Andelt was instrumental in starting a 3-credit graduate course in managing human-wildlife conflicts that he taught until his retirement. Since 1978, he has published over 60 peer-reviewed papers including 7 as book chapters. He generated \$1.5M in research since 2002 with a variety of state and federal agencies. He has given hundreds of presentations at scientific meetings, to agencies and the public, often with his students. Dr. Andelt is very proud of his time working with graduate students. He mentored 1 postdoctoral fellow and 14 M.S. students. His service to the department, college, and university will be missed.

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

MATTERS FOR ACTION:

CSU: Revisions to Sabbatical Leave for 2012-2013

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve revisions to the recommendations for sabbatical leave for 2012-2013 for the Colorado State University faculty members listed below.

EXPLANATION:

Presented by Tony Frank, President

The recommendations for sabbatical leave are reviewed at the Department, College, and University levels and have received approval at each level. The proposals have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

College of Liberal Arts

Kirk Hallahan	Journalism and Technical Communication	Cancel Sabbatical
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University Libraries

Merinda McLure	Change from 11/1/12-5/12/13 to 2/1/13-7/31/13
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Approved

Stretch Goal: N/A

Strategic initiative: N/A

MATTERS FOR ACTION:

Emeritus Rank Designation

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the conferral of rank of Professor Emeritus upon the faculty member listed below.

**College of Humanities and Social Sciences**

*Beatrice Spade* – Recommendation for Professor Emeritus of History

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The faculty member listed above has met the qualifications to be awarded the status of Professor Emeritus as set forth in the *CSU-Pueblo Faculty Handbook*.

Professor Beatrice Spade received a BA in History/Asian Studies from the University of Colorado in 1963; MAs in Asian Studies and Chinese History from the University of Hawaii and National Taiwan University in 1965 and 1967 respectively; and the PhD in History and East Asian Languages and Literature in 1981 from Harvard. She served at Harvard as an Instructor/Teaching Fellow in 1969-1971, was a Professor at Shandong University of China in 1981-1986 (with Fulbright funding for 1983-1985), and served at the then University of Southern Colorado beginning in 1990 in a part-time capacity. Dr. Spade began as a full-time Assistant Professor in 1993, rose to Associate Professor in 1995, and retired at the end of the spring 2012 term as Associate Professor. Her publications varied from “Americans in Vietnam: An Oral History Project” to translator of Su Tong’s “The Birth of the Water God”, appearing in Chinese Experimental Fiction (Duke University Press). She advised hundreds of students (and won two university-wide advising awards, most recently in spring 2011), and served as faculty advisor to the student history club Past Masters and the student national history honor society Phi Alpha Theta. She also served as Chair of the Department of History, Political Science, Philosophy and Geography from 2000 to 2007, and many terms on Faculty Senate including some time on the Executive Committee; Dr. Spade also was the Senate representative to the State Board of Agriculture (the Governing Board for the University of Southern Colorado) during 1995-1997.

MATTERS FOR ACTION:

Report on tenure and promotion of faculty granted in spring 2012

RECOMMENDED ACTION:

No action required -- report only.

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs,  
CSU-Pueblo.

The Board has delegated to the Presidents the authority to approve tenure and promotion decisions, with reports to the Board. The following individuals were awarded tenure or promotion in spring 2012, with the approval of President Lesley Di Mare, effective with the fall 2012 semester:

JoAnn Crownover, Nursing	tenure and promotion to Associate Professor
Shahrzad Khosrowpour, Library	promotion to Assistant Professor
Steve McClaran, Exercise Science, Health Promotion and Recreation	tenure and promotion to Associate Professor
Chris Messer, Sociology	early tenure (retains rank of Assistant Professor)
Juan Morales, English	tenure and promotion to Associate Professor
Caroline Peters, Art	tenure and promotion to Associate Professor
Tim Peters, Teacher Education Program	tenure (retains rank of Assistant Professor)
Jonathan Poritz, Mathematics	tenure and promotion to Associate Professor
Alegria Ribadeneira, English	tenure and promotion to Associate Professor
Pamela Richmond, Social Work	tenure and promotion to Associate Professor
Mike Wakefield, Business	promotion to Professor

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University - Pueblo academic programs to be reviewed in academic year 2012-13 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar is attached.

- Engineering: Masters in Industrial & Systems Engineering (MS),  
Mechatronics (BSE), Industrial Engineering (BSIEN)
- Civil Engineering Technology (BSCET)
- Exercise Science and Health Promotion (BS)
- Political Science (BA & BS)
- Psychology (BA & BS)
- English (BA)
- Computer Information Systems (BS)

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with established review schedule 2012-13 through 2019-2020. To date, none of the programs have submitted requests to the CSU-Pueblo Curriculum and Academic Programs Board to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the president. We request that the Board delegate authority to President Lesley Di Mare to approve any 2012-2013 program review delays.

## Program Review Calendar

2012-2013	CEEPS: Masters in Industrial & Systems Engineering, Engineering Mechatronics, Industrial Engineering, Exercise Science and Health Promotion, Civil Engineering Technology CHASS: Political Science, Psychology, English HSB: Computer Information Systems
2013-2014	CHASS: Art, History CSM: Biology, Physics
2014-2015	CHASS: Music, Sociology, Foreign Language HSB: Accounting, Business Management, Economics, Masters in Business Administration
2015-2016	CEEPS: Nursing (BSN and MSN) CHASS: Mass Communications, Social Work CSM: Chemistry (MS), Biology (MS), Biochemistry (MS)
2016-2017	CEEPS: Automotive Industry Management, Liberal Studies CSM: Mathematics, Chemistry
2017-2018	CEEPS: Exercise Science and Health Promotion CHASS: Political Science, Psychology, Social Science, English HSB: Computer Information Systems
2018-2019	CEEPS: Engineering Mechatronics, Industrial Engineering, Masters in Industrial & Systems Engineering, Civil Engineering Technology CSM: Biology, Physics CHASS: Art, History
2019-2020	CHASS: Music, Sociology, Social Work, Foreign Languages HSB: Accounting, Business Management, Computer Information Systems, Economics, Master of Business Administration

### Abbreviations

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

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Colorado State University System  
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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 2012 A Term (ending 09/02/12).

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 2012 A 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.



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Approved

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:

Report: Post-Tenure Review and Results of Faculty Activity

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Post-Tenure Review and Results of Faculty Activity Report.

EXPLANATION:

Presented by Tony Frank, President

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

## **COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2011-2012**

Colorado State University seeks to ensure that every regular, tenure-track faculty member and special appointment faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2011-2012 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

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

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

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

4. Finalists are selected after another careful screening. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This certainly includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are often included in the interview process. The interview almost always includes one or more presentations by the applicant, and a meeting with the Dean.

## **II. ANNUAL PERFORMANCE REVIEWS**

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

For the calendar year 2011, 1,105 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	101
Exceeded performance expectations:	511
Met performance expectations:	464
Below performance expectations:	28
Unsatisfactory performance:	1

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

## **III. REAPPOINTMENT**

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

**IV. TENURE AND PROMOTION**

The following table summarizes Colorado State University's promotion and tenure activity for 2011-2012.

College	Tenure	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences	1		4	2			7
Applied Human Sciences			3	5			8
Business			2		1		3
Engineering			6	2			8
Liberal Arts			15	4			19
Libraries			3	1			4
Natural Resources			1	3			4
Natural Sciences	1		9	4			14
Veterinary Medicine	2		5	4			11
<b>TOTAL</b>	<b>4</b>		<b>48</b>	<b>25</b>	<b>1</b>		<b>78</b>

**Promotion of Special Appointment Faculty**

	Promotion to Assistant Professor (Special)	Promotion to Associate Professor (Special)	Promotion to Professor (Special)	TOTAL
<b>TOTAL</b>		2		<b>2</b>

We note that in this past year, there were no denials of promotion and/or tenure. This does not mean that every case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

## **V. COMPREHENSIVE REVIEW OF TENURED FACULTY**

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

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

In the past year (2011) 12 of the 129 faculty members scheduled for Comprehensive Review were delayed or canceled. Cancellations or delays of comprehensive reviews are due to promotions, resignations, retirements, or sabbaticals. One professional development plan was implemented. The following table summarizes the results of the reviews by College and by outcome.

### 2011-2012 Comprehensive Review Summary

College	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
Agricultural Sciences	13	13			
Applied Human Sciences	10	9	1		
Business	6	5		1	
Engineering	17	13	4		
Liberal Arts	24	20	4		
Natural Resources	10	10			
Natural Sciences	11	10	1		
Vet. Med. and Biomedical Sciences	16	16			
Libraries	3	3			
<b>Total</b>	<b>110</b>	<b>99</b>	<b>10</b>	<b>1</b>	

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

### Six Year Comprehensive Review Summary

Year	Number	Satisfactory	Delayed or Cancelled	Professional Development Plans	Phase II
<b>2006-2007</b>	56	56	1	2	0
<b>2007-2008</b>	95	94	4	4	0
<b>2008-2009</b>	110	109	3	3	0
<b>2009-2010</b>	66	66	3	0	0
<b>2010-2011</b>	129	116	12	1	0
<b>2011-2012</b>	110	99	10	1	0

Since we have started with the Comprehensive Reviews some years ago, virtually all faculty have been through the process at least once. It is not surprising therefore that the number of professional development plans that are necessary may be declining.

## **VI. Faculty Workload Analysis**

As part of a review of faculty workload reports in FY12, the Academic Affairs Committee settled on a set of six metrics to use to measure faculty workload; these are:

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

Institutional Research has been tracking these metrics for some time; we present below the past six years of data. Data for the most recent year (2011) are not available yet for the first and last metric.

In general, our IPEDS Student/Faculty ratio tracks very closely to our peers – within one. We systematically have a higher UG FTE/Faculty ratio (although our peer group metric jumped significantly closer to ours in 2011). In every year, our UG Degrees/Faculty ratio is significantly higher as well, as are the corresponding ratios for the graduate student metrics.

In the final metric of research expenditures, we are outperforming our peers by about two to one every year.

Values	2006		2007		2008		2009		2010		2011	
	CSU	Peer	CSU	Peer	CSU	Peer	CSU	Peer	CSU	Peer	CSU	Peer
IPEDS UG Student Faculty Ratio	18	18	18	18	18	18	18	17	18	18		
UG FTE/AUP Instructional Faculty	22.55	15.52	22.57	16.23	22.05	16.45	21.38	16.86	20.98	16.65	22.43	19.63
UG Degrees/AUP Instructional Faculty	4.96	3.71	4.67	3.67	4.64	3.71	4.37	3.83	4.26	3.91	4.52	4.25
Graduate FTE/AUP Instructional Faculty	4.20	3.66	4.09	3.76	4.42	3.74	4.33	3.96	4.57	4.15	4.59	4.32
Graduate Degrees/AUP Instructional Faculty	1.60	1.22	1.46	1.23	1.48	1.16	1.63	1.27	1.77	1.28	1.80	1.58
NSF Federal Research Exp/AUP Faculty	\$208	\$110	\$236	\$107	\$226	\$94	\$219	\$98	\$214	\$118		
Notes: Includes ALL instructional faculty reported to AUP.												
<b>Operational Definitions:</b>												
UG FTE/AUP Instructional Faculty: (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (AUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
UD Degrees/AUP Instructional Faculty: (Undergraduate Degrees Conferred) DIVIDED BY (AUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
GR FTE/AUP Instructional Faculty: (Full-time Graduate Students + 1/3rd of Part-time Graduate Students) DIVIDED BY (AUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
GR Degrees/AUP Instructional Faculty: (Graduate Degrees Conferred) DIVIDED BY (AUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
NSF Federal Research Exp/AUP Instructional Faculty (in thousands): (Annual NSF Federal Research Expenditures) DIVIDED BY (AUP Reported Instructional [Tenured and Tenure-Track] Faculty)												



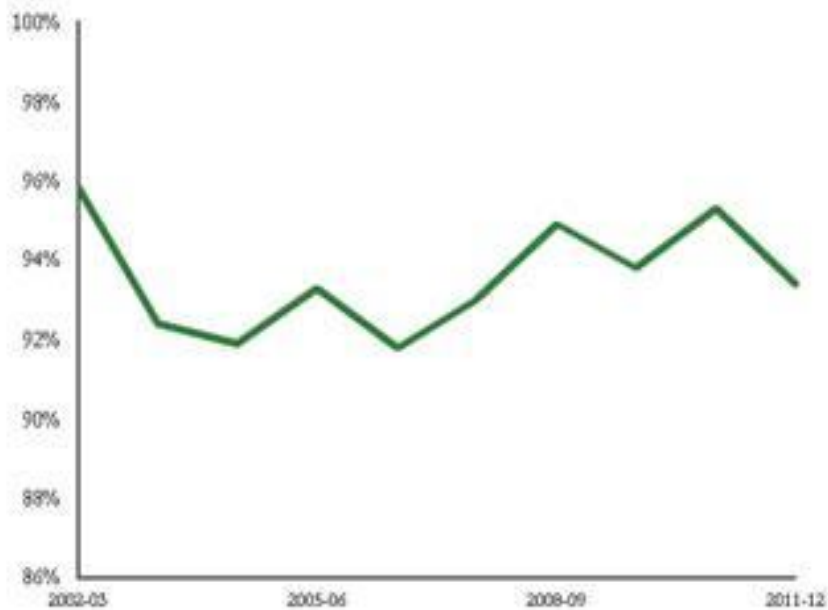
## VII. Faculty Compensation Comparisons

Faculty Salaries at all ranks at Colorado State University continue to lag behind our peer institutions. We present here two tables, one indicating data on salaries only, and one on full compensation. They both tell a similar story: at the assistant professor rank, we are about three-five percent below our peer average; at the associate professor rank, we are five-seven percent below; and at the full professor rank, we are ten percent below.

Another view of these statistics is to note that at the assistant professor rank, seven of the 13 peers have average salaries higher than CSU's; at the associate professor rank, eight of the 13 peers have average salaries higher than CSU's; and at the full professor rank, eight of the 13 peers have average salaries higher than CSU's.

We have identified this issue as one of concern to our campus for many years, and unfortunately in the past three years we have had little ability to affect things, with zero faculty salary raises. This year, with an average three percent salary raise, we hope to gain a little ground. The statistics over the past ten years are given in the following graph.

Ten-Year History of Weighted Average Faculty Salaries  
CSU as a Percent of Peer Salaries



2011-12 Faculty Salaries - BOG Peer Group												
Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	507	58,778,031	115,933	391	32,632,860	83,460	301	22,610,217	75,117	1,199	114,021,108	95,097
Kansas State	270	27,921,240	103,412	275	20,168,500	73,340	253	16,068,030	63,510	798	64,157,770	80,398
Michigan State	912	117,247,632	128,561	581	51,849,602	89,242	645	44,823,630	69,494	2,138	213,920,864	100,057
North Carolina State	658	76,874,798	116,831	446	37,346,702	83,737	333	23,595,381	70,857	1,437	137,816,881	95,906
Oklahoma State	314	31,139,066	99,169	301	22,428,413	74,513	234	15,923,934	68,051	849	69,491,413	81,851
Oregon State	162	16,187,040	99,920	199	15,477,424	77,776	185	13,252,660	71,636	546	44,917,124	82,266
Purdue University	825	103,201,725	125,093	545	47,476,585	87,113	469	37,085,706	79,074	1,839	187,764,016	102,101
Texas A & M	719	86,287,190	120,010	488	40,541,088	83,076	404	29,409,180	72,795	1,611	156,237,458	96,982
Univ of California, Davis	786	101,687,178	129,373	239	21,660,092	90,628	216	17,570,736	81,346	1,241	140,918,006	113,552
Univ of Illinois, Urbana	779	106,878,021	137,199	524	45,350,628	86,547	408	34,112,064	83,608	1,711	186,340,713	108,907
Univ of Tennessee	555	60,362,355	108,761	438	34,795,158	79,441	345	23,520,030	68,174	1,338	118,677,543	88,698
Virginia Tech	454	55,233,640	121,660	435	36,709,215	84,389	283	20,737,108	73,276	1,172	112,679,963	96,143
Washington State	366	37,439,970	102,295	298	22,077,032	74,084	231	15,859,305	68,655	895	75,376,307	84,219
COLORADO STATE	405	44,091,135	108,867	315	25,127,865	79,771	241	17,188,361	71,321	961	86,407,361	89,914
TOTAL EXCLUDING CSU	7,307	879,237,886	120,328	5,160	428,513,299	83,045	4,307	314,567,981	73,036	16,774	1,622,319,166	96,716
WEIGHTED AVERAGE			48,732,906			26,159,242			17,601,784			92,493,932
CSU												96,248
Peers												93.4%

Board of Governors of the  
 Colorado State University System  
 Meeting Date: August 3, 2012  
 Consent Item

2011-12 Faculty Compensation - BOG Peer Group												
Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	507	74,489,961	146,923	391	42,813,327	109,497	301	30,010,603	99,703	1,199	147,313,891	122,864
Kansas State	270	34,796,790	128,877	275	25,229,050	91,742	253	19,398,522	76,674	798	79,424,362	99,529
Michigan State	912	151,067,328	165,644	581	70,356,195	121,095	645	63,113,250	97,850	2,138	284,536,773	133,085
North Carolina State	658	96,148,934	146,123	446	47,669,372	106,882	333	30,401,568	91,296	1,437	174,219,874	121,239
Oklahoma State	314	41,603,116	132,494	301	30,049,131	99,831	234	20,599,488	88,032	849	92,251,735	108,659
Oregon State	162	22,868,244	141,162	199	22,394,863	112,537	185	18,488,900	99,940	546	63,752,007	116,762
Purdue University	825	128,638,125	155,925	545	62,081,495	113,911	469	48,309,814	103,006	1,839	239,029,434	129,978
Texas A & M	719	101,770,855	141,545	488	48,393,984	99,168	404	35,194,460	87,115	1,611	185,359,299	115,059
Univ of California, Davis	786	136,681,470	173,895	239	29,906,309	125,131	216	24,506,496	113,456	1,241	191,094,275	153,984
Univ of Illinois, Urbana	779	134,659,498	172,862	524	59,987,520	114,480	408	45,344,712	111,139	1,711	239,991,730	140,264
Univ of Tennessee	555	77,885,925	140,335	438	45,649,674	104,223	345	31,290,465	90,697	1,338	154,826,064	115,715
Virginia Tech	454	68,460,930	150,795	435	47,112,675	108,305	283	26,959,995	95,265	1,172	142,533,600	121,616
Washington State	366	47,580,732	130,002	298	28,846,996	96,802	231	20,647,242	89,382	895	97,074,970	108,464
COLORADO STATE	405	55,699,650	137,530	315	31,739,715	100,761	241	21,745,912	90,232	961	109,185,277	113,616
TOTAL EXCLUDING CSU	7,307	1,116,651,908	152,819	5,160	560,490,591	108,622	4,307	414,265,515	96,184	16,774	2,091,408,014	124,682
WEIGHTED AVERAGE			61,891,888			34,215,995			23,180,401			119,288,284
CSU												124,129
Peers												91.5%

## VII. Faculty Demographics

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

Our goal of steadily increasing our faculty numbers has been undermined in the past three years by the budget reductions; however considering the extent of those cuts, the three percent decline in our faculty numbers (from 1033 in FY10 to 1003 in FY12) represents a concerted effort by the University to preserve faculty numbers as much as possible. Our percentage of women faculty continues to rise, as does our percentage of minority faculty.

### Tenure-Track Faculty By Rank, Gender, and Minority Status

Year	Full	Assoc	Asst	Total	Men	Women	Minority
FY12	416	332	255	1003	661	342	143
FY11	404	321	275	1000	668	332	125
FY10	418	317	298	1033	696	337	126
FY09	419	310	290	1019	693	326	122
FY08	429	294	250	973	677	296	111

Stretch Goal: N/A

Strategic initiative: N/A

MATTERS FOR ACTION:

Report on Annual Faculty Performance, Promotions and Post Tenure Review

RECOMMENDED ACTION:

No action required -- report only.

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs, CSU-Pueblo.

INTRODUCTION

The CSUS Board of Governors formally approved Colorado State University – Pueblo’s tenure/post-tenure review policy on December 3, 1997. The attached report summarizes major actions taken during 2011-2012 in relation to that policy.

**REPORT ON FACULTY ACTIVITY FOR AY 2011-2012**

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

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2011-2012 indicate that the vast majority of Colorado State University - Pueblo faculty are performing at or above the expectations for their assignments.

**I. PROCESS FOR FACULTY HIRES**

Hiring qualified new faculty members is among the most important responsibilities of

department faculty and college administrators. The process used in soliciting applications and interviewing candidates is thorough, objective and conforms to central policies. Searches share the following characteristics:

1. All tenure-track faculty searches are conducted nationally. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. All positions are posted on the University's web site and, typically, in the discipline's major print and electronic resources for job searches. Members of search committees are expected to be proactive in soliciting nominations and applications, and, typically, contact is made with leading doctoral programs in the discipline, especially those with high rates of minority and Hispanic graduates. Advertising specifies the expectations of the successful applicant in terms of teaching, scholarship, and faculty duties unique to the position.
2. Applicants are asked to provide a letter of interest, resume (curriculum vita), evidence of excellent teaching performance and names of references and/or letters of recommendation.
3. A search and screen committee is named, with the majority of members representing the discipline in which the position exists. Faculty from other disciplines sometimes are named to the search and screen committee in order to promote diversity or to represent the teaching interests of related fields.
4. Candidates meeting minimum qualifications are determined after a careful review by the search and screen committee and in strict adherence with clearly defined University guidelines. The group of qualified candidates is further reviewed through more extensive examination of submitted materials, telephone interviews with references and/or telephone interviews with the top candidates.
5. The resulting finalists are invited for an on-campus interview. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are included in the interview process. The interview almost always includes at two presentations by the applicant: a teaching demonstration and a presentation of scholarly work.

## **II. ANNUAL PERFORMANCE REVIEWS**

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

For the calendar year 2011, 152 tenured and tenure-track faculty members were reviewed. This number includes department chairs. The outcomes were:

	Tenure-track (untenured) faculty	Tenured faculty	Total
Exceptional	11	48	59 (39%)
Exceeds expectations	39	46	85 (56%)
Meets expectations	4	4	8 (5%)
Below expectations	0	0	0
Unsatisfactory	0	0	0

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

### III. REAPPOINTMENT

Academic faculty on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure as part of the standard annual review process. Faculty members making satisfactory progress are reappointed.

### IV. TENURE AND PROMOTION

The following table summarizes Colorado State University - Pueblo promotion and tenure outcomes for 2011-2012. No denials are listed; however, in consultation with their peers, chairs, and deans, faculty often do not submit dossiers if they do not believe that they have a strong case for tenure and/or promotion.

Academic Unit*	Tenure only	New Appointments with Tenure	Promotion to Associate only	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total Actions**
CEEPS	1	0	0	2	0	0	0	3
CHASS	1	0	0	4	0	0	0	5
CSM	0	0	0	1	0	0	0	1
HSB	0	0	0	0	1	0	0	1
Library	0	0	0	0	0	0	0	1**
<b>COLUMN TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>11**</b>

\*-See key for acronyms at end of this report

\*\*-Library had one promotion to Assistant Professor

## V. COMPREHENSIVE REVIEW OF TENURED FACULTY

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

In the past academic year (2011-2012), comprehensive reviews were scheduled. The table below summarizes the results of the reviews by College and by outcome.

### AY 2011-2012 Comprehensive Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled
CEEPS	3	2	1**
CHASS	6	6	0
CSM	1	1	0
HSB	4	4	0
Library	0	0	0
<b>Totals</b>	<b>14</b>	<b>13</b>	<b>1</b>

\* See key for acronyms at end of report

\*\* One (Full) Professor completed last year of pre-retirement (i.e. fully retired May 2012); therefore post tenure review was not conducted.

Key:

A. Colleges:

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



## VI. FACULTY WORKLOAD

The chart below is an update from material submitted for the February 2012 Board of Governors meeting.

### CSU-Pueblo FACULTY WORKLOAD

	2006		2007		2008		2009		2010		2011	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	NA in IPEDS	NA in IPEDS	NA in IPEDS	NA in IPEDS	18	18	18	18	16	17	NA in IPEDS	NA in IPEDS
UG FTE/IPEDS Instructional Faculty	28.24	25.24	27.61	25.03	27.14	25.72	26.08	26.53	28.87	27.04	28.70	NA in IPEDS
UG Degrees/IPEDS Instructional Faculty	5.49	5.41	5.76	5.43	4.92	5.03	4.49	4.80	4.77	4.90	4.36	4.51
GR FTE/IPEDS Instructional Faculty	3.60	2.83	3.48	3.00	4.18	3.01	4.23	3.31	4.65	3.42	3.98	NA in IPEDS
GR Degrees/IPEDS Instructional Faculty	0.43	0.95	0.52	1.00	0.38	1.02	0.44	1.03	0.60	1.13	0.81	1.40
Research Exp/IPEDS Instructional Faculty	3,527	2,126	381	1,387	1,084	1,694	1,213	1,639	1,443	2,982	NA in IPEDS	NA in IPEDS

"Peers" are from peer set approved December 2011

Source: All variables are directly from IPEDS.

#### Operational Definitions:

**IPEDS UG Student Faculty Ratio:** (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (Full-time Faculty + 1/3rd Part-time Faculty)

**UG FTE/IPEDS Instructional Faculty:** (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**UG Degrees/IPEDS Instructional Faculty:** (Undergraduate Degrees Conferred) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**GR FTE/IPEDS Instructional Faculty:** (Full-time Graduate Students + 1/3rd of Part-time Graduate Students) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**GR Degrees/IPEDS Instructional Faculty:** (Graduate Degrees Conferred) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**Research Exp/Instructional Faculty:** (IPEDS Reported Annual Research Expenditures) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

## **VII. FACULTY COMPENSATION COMPARISONS**

A new peer set was determined at the December 2011 Board of Governors meeting. Faculty salaries relative to this peer set, as obtained from the Integrated Postsecondary Education Data System (IPEDS), are summarized in the below.

As the table shows, CSU-Pueblo faculty salaries are below the averages for each of the ranks of Professor, Associate Professor, and Assistant Professor, for each of the past three academic years (and in the 4% to 9% range in AY 2011-2012). This is perhaps not surprising, given that we have been unable to provide salary increases for the three previous consecutive fiscal years. With our salary increases for FY2013, it is conceivable that the salary gap relative to our peers will close somewhat. The gap is largest at the Assistant Professor level; while Assistant Professor salaries can vary from year to year in part due to the disciplines in which new individuals were hired, nevertheless our entry-level salaries are not as competitive as we would wish them to be.

## Faculty Salaries - Board of Governors Peer Group

	AY 2011-2012						AY 2010-2011						AY 2009-2010					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
institution	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary
Augusta State University	49	75298	46	56930	83	53343	59	78371	46	56167	86	54223	59	76026	46	57894	86	53960
California State University-Stanislaus	110	90082	56	69332	57	62239	105	90556	60	68861	53	63434	111	93121	74	69426	65	62818
Colorado State University-Pueblo	47	79549	42	62467	62	52082	46	77064	39	62165	63	52736	45	77176	44	63200	57	53517
Emporia State University	59	70994	69	56755	56	52448	56	71569	66	57849	64	52935	56	73812	70	58280	72	51705
Midwestern State University	52	76003	43	67007	77	57163	49	81936	55	67109	92	58236	49	78483	60	63317	85	56690
Missouri Western State University	51	75463	47	61270	71	52222	47	75676	40	61366	86	52844	43	76285	44	62342	80	53428
The University of Tennessee-Martin	59	74252	59	62654	76	53751	63	72727	51	58615	77	52847	59	74052	39	58192	82	52075
The University of Texas at Tyler	53	82224	68	66232	71	59826	53	82754	62	65677	68	60202	57	80621	59	66212	69	58403
University of Colorado-Colorado Springs	74	95467	68	72243	75	63053	69	93731	66	72644	79	62269	76	93363	59	71326	84	61813
University of Michigan-Flint	36	94488	52	72101	91	65192	34	91953	56	71050	83	64692	37	90198	54	69314	69	62335
University of South Carolina-Upstate	22	71484	36	60975	67	51640	25	73156	34	60762	63	51909	24	73837	32	59105	62	51145
Washburn University	62	96379	65	68117	65	54076	62	98574	63	68900	60	55226	59	99327	68	70806	60	53410
Averages of peers*	57.0	83479	55.4	65129	71.7	57022	56.5	83945	54.5	64975	73.7	57153	57.3	84303	55.0	64885	74.0	56153

\*-salaries weighted by # of faculty

## VIII. FACULTY DEMOGRAPHICS

Our Factbook, available online, has gender and ethnicity breakdown since fall 2001 for all full-time faculty. The gender and ethnicity is not disaggregated by rank in the Factbook. The most recent 6 years of data are summarized in the table below.

Full-time faculty by rank, gender and ethnicity

Academic year	Professor	Associate Professor	Assistant Professor	Total tenured or tenure track	total full time faculty*	Men	Women	minority**
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36
2008-2009	46	40	49	135	185	93	92	34
2007-2008	48	41	41	130	171	90	81	29
2006-2007	45	41	38	124	168	87	81	28
2005-2006	48	43	40	131	155	89	66	27

\*-includes visiting faculty and lecturers

\*\*-includes Hispanic, Black non-Hispanic, Asian or Pacific Islander (and excludes foreign)

The trend in increasing the number of women and minority full-time faculty is apparent in the table above. More quantitatively, from fall 2005 to fall 2010, tenured or tenure track faculty grew 11%; total full-time faculty grew by 25%; the number of men full-time faculty grew by 11%; the number of women full-time faculty grew by 42%; and the number of minority full-time faculty grew by 26%. Student enrollment grew 23% by headcount (from 4200 to 5152).

In addition, the table below provides further depth to the data, with breakdown by rank for tenured or tenure-track faculty. As already seen above, the growth in tenured or tenure-track faculty has been smaller than the overall growth in full-time faculty.

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

Academic Year	Professor		Associate Professor		Assistant Professor		Total men	Total women	Total minority*	Total faculty
	Men	Women	Men	Women	Men	Women				
2011-2012	36	13	20	22	27	31	83	66	34	149
2010-2011	34	14	16	23	27	32	77	69	31	146
2009-2010	33	14	21	23	26	28	80	65	30	145

\*-In 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other

-In 2010-2011, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other (and excludes nonresident alien)

-In 2009-2010, includes Black, Oriental, Asian, Hispanic (and excludes foreign)

MATTERS FOR ACTION:

Approval of Faculty Activity Report

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Faculty Report presented by Colorado State University-Global Campus

EXPLANATION:

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

Colorado State University-Global Campus has a well-defined process for recruiting, training, monitoring, and evaluating faculty. The following report describes the process and includes the results of the 2012 faculty evaluations and an overview of faculty characteristics.

## Faculty Activity Report

### Candidate and Credential Screening

- Minimum of 18 hours of graduate credit hours in area of specialty
- Only candidates with terminal degrees may teach graduate level courses
- Faculty Manager and Program Manager interview process

### Training

- Initial application and training process
  - Application screening and interview
  - FCC Instructor Training Course
  - Mentored/supervised teaching of first online course
- Continuous faculty training
  - Annual peer mentoring and process
  - Additional FCC in Adult Education, Technology, APA, International Students, Grading and Assessment
  - Monthly faculty meetings

### Compensation

- Teaching Assignments: Varies (based on # of students) up to \$2,200 per course Master Degree; \$2,400 per course with Terminal Degree
- Content Development and Course Editing; Varies up to \$2,500 for new course
- Non-Instruction Service: Varies based on type and amount of work

### Non-Instruction Opportunities

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

### Performance Evaluations

- Weekly course checking for compliance to faculty requirements and expectations
- Annual performance evaluation
  - Peer mentoring (annual)
  - Discussion facilitation
  - Grading and feedback
  - Other teaching and administrative duties

For FY12 there were 180 faculty who had been with CSU-Global for at least one year

80% Met or exceeded expectations

7% Needed Improvement but were Approaching Expectations

13% Needed Improvement and were Below Expectations

- Annual Faculty Satisfaction Survey

- 89% feel supported by the administration
- 98% stated that they are teaching courses for which they are academically qualified to teach
- 92% believe that course content aligns with course outcomes

**Faculty Overview**

CSU-Global uses all adjunct faculty that are integrated into all areas of the campus including teaching, administration/leadership, programs and courses, organizational development, and student services

<b>AY 2012</b>	<b>AY 2011</b>
274 Established Faculty	184 Established Faculty
20.0% Management	23.4% Management
19.7% Organizational Leadership	21.7% Organizational Leadership
3.6% Teaching and Learning	11.5% Teaching and Learning
16.0% General Studies	10.3% General Studies
8.7% Applied Social Sciences	N/A
7.2% Information Tech	N/A
6.2% Public Management	N/A
3.6% Criminal Justice	N/A
3.6% Communications	N/A
4.0% Health Care Management	N/A
95% retention term-to-term	95% retention term-to-term
22% self-declared underrepresented minorities; FY13 goal is 25%	17% self-declared underrepresented minorities
80% have terminal degrees	80% have terminal degrees

<b>Faculty Work Load AY 2012</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
Accounting	4,077	19	215
Applied Sciences	5,308	24	221
Communications	1,608	10	161
Criminal Justice	2,367	10	237
General Studies	12,842	44	292
Health Care Management	3,747	11	341
Information Technology	3,735	20	187
Management	23,241	55	423
Organizational Leadership	14,094	54	261
Public Management	4,188	17	246
Teaching and Learning	2,504	10	250
<b>Total</b>	<b>77,711</b>	<b>274</b>	<b>284</b>

<b>Faculty Work Load AY 2011</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
Accounting	6,075	9	675
Applied Sciences	4,141	19	218
Communications	1,881	7	269
Criminal Justice	549	7	78
General Studies	11,113	25	445
Health Care Management	N/A	N/A	N/A
Information Technology	708	6	118
Management	14,658	43	341
Organizational Leadership	10,716	38	282
Public Management	1,977	7	282
Teaching and Learning	2,616	23	114
<b>Total</b>	<b>54,434</b>	<b>184</b>	<b>296</b>



**BOARD OF GOVERNORS**  
**August 2-3, 2012**  
**Colorado State University-Pueblo**  
**Occhiato University Center**  
**Amended July 30, 2012**

**FRIDAY, August 3, 2012**

<b>Board of Governors Breakfast</b>	<b>7:30 a.m. – 8:00 a.m.</b>
<b>COMMENCE MEETING - CALL TO ORDER</b>	<b>8:00 a.m. – 4:00 p.m.</b>
<b>1. PUBLIC COMMENT (5 min.)</b>	8:00 a.m. – 8:05 a.m.
<b>2. BOARD CHAIR’S AGENDA (15 min.)</b>	8:05 a.m. – 8:20 a.m.
<b>3. EXECUTIVE SESSION (25 min.)</b>	8:20 a.m. – 8:45 a.m.
<b>4. FACULTY &amp; STUDENT REPRESENTATIVES’ REPORTS</b>	8:45 a.m. – 9:45 a.m.
A. <u>Faculty Reports</u>	
• CSU-Pueblo: Faculty Report (10 min.)	
• CSU-Global: Faculty Report (10 min.)	
• CSU-Fort Collins: Faculty Report (10 min.)	
B. <u>Student Reports</u>	
• CSU-Pueblo: Student Report (10 min.)	
• CSU-Global: Student Report (10 min.)	
• CSU-Fort Collins: Student Report (10 min.)	
<b>5. CHANCELLOR’S REPORT AND STRATEGIC PLAN UPDATES (10 min.)</b>	9:45 a.m. – 9:55 a.m.
<b>6. PRESIDENTS’ REPORTS and CAMPUS UPDATES (40 min.)</b>	9:55 a.m. – 10:35 a.m.
A. <b>CSU-Pueblo:</b> President’s Report – Presented by Lesley Di Mare (10 min.)	
B. <b>CSU-Global:</b> President’s Report – Presented by Becky Takeda-Tinker (10 min.)	
C. <b>CSU-Fort Collins:</b> President’s Report – Presented by Tony Frank (20 min.)	
<b>7. COMMITTEE REPORTS AND RESOLUTIONS</b>	
A. <b>Evaluation Committee</b> (Mary Lou Makepeace, Chair) (2 hr.)	10:35 a.m. – 12:35 p.m.
<b>BREAK (20 min.)</b>	12:35 p.m. – 12:55 p.m.
<b>COMMITTEE REPORTS AND RESOLUTIONS (continued) (and working lunch)</b>	12:55 p.m. – 1:25 p.m.
B. <b>Real Estate/Facilities Committee</b> (Scott Johnson, Chair) (10 min.)	
C. <b>Audit and Finance Committee</b> (Ed Haselden, Chair) (10 min.)	
D. <b>Academic and Student Affairs Committee</b> (Dorothy Horrell, Chair) (10 min.)	
<b>8. CONSENT AGENDA (5 min.)</b>	1:25 p.m. – 1:30 p.m.
A. <u>Colorado State University System</u>	
• Approval of June 21, 2012 Board Retreat Minutes	
• Approval of June 22, 2012 Audit Committee Meeting Minutes	

Colorado State University System  
Board of Governors Meeting Agenda  
August 2-3, 2012

- Approval of June 22, 2012 Evaluation Committee Meeting Minutes
- Approval of June 22, 2012 Board of Governors Meeting Minutes
- Personnel Powers Delegated to Presidents Expanded\*

B. CSU-Fort Collins

- Nondelegable Personnel Actions
- New Degree Program: B.A. in Dance – Department of Music, Theatre and Dance – College of Liberal Arts\*
- New Degree Program: B.A. in Theatre – Department of Music, Theatre and Dance – College of Liberal Arts\*
- New Degree Program: B.S. in Ecosystem Science and Sustainability – Department of Ecosystem Science and Sustainability – Warner College of Natural Resources\*
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: University Code, Section C.2.3.2. – Graduate School\*
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section E.5.3 – Guidelines on Teaching and Advising Responsibility \*
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section G.1 – Study Privileges\*
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section I – Academic and Legal Matters\*
- Student Conduct\*
- Emeritus Rank Designations\*
- Revisions to Sabbatical Leave for 2012-2013\*

C. CSU-Pueblo

- Faculty Handbook Amendment – Academic Freedom\*
- Faculty Handbook Amendment – Retired Faculty Privileges\*
- Faculty Handbook Amendment – Grievance and Meditation Policy\*
- Emeritus Rank Designations\*
- Program Review Schedule\*

D. CSU-Global

- New Degree Program: Bachelor of Science in Marketing\*
- New Degree Program: Bachelor of Science in Project Management\*
- New Degree Program: Bachelor of Science in Human Services\*
- New Degree Program: Master of Finance\*
- New Degree Program: Master of International Management\*
- New Degree Program: Master of Project Management\*
- Approval of Degree Candidates\*

9. **INSTITUTIONAL DISCUSSION ITEMS** (2 hr. 15 min.)

1:30 p.m. – 3:45 p.m.

- Athletics Programs: CSU-Pueblo – Presented by Lesley Di Mare

*\*Subject to approval at the Academic and Student Affairs Committee Meeting on August 2, 2012*

Colorado State University System  
Board of Governors Meeting Agenda  
August 2-3, 2012

- Athletics Programs: CSU-Fort Collins – Presented by Tony Frank
  - Discussion of a Sustainable Model for CSU Athletics – Presented by Jack Graham
  - Update Briefing on Stadium Feasibility – Presented by Tony Frank
  - Stadium Process Timeline – Presented by Tony Frank

**10. BOARD MEETING EVALUATION** (*15 min.*)

3:45 p.m. – 4:00 p.m.

**11. ADJOURNMENT**

**4:00 p.m.**

**Next Board of Governors Meeting: October 4-5, 2012 – CSU-Fort Collins**

**APPENDIX**

- Construction Status Reports
- Readings on Higher Education

# Section

1

## Public Comment

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# Section

2

## Board Chair's Agenda

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# Section

3

## Executive Session

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# Section

# 4

# Faculty and Student Representative Reports

COLORADO STATE UNIVERSITY – PUEBLO  
FACULTY REPORT  
AUGUST 2012

This report covers highlights since the May, 2012 Board of Governors meeting. The Faculty Senate's last meeting was on April 23, 2012. However, as permitted by the Faculty Handbook, the Senate Executive Committee is empowered to act for the full Senate during the summer months. They have been hard at work finalizing the recommendations for changes to the Faculty Handbook listed below.

**Faculty Senate 2012-2013 Election Results of April 23, 2012**

President: Susan Calhoun-Stuber and Margie Massey

Vice President: TBD

Secretary: John O'Connor

Board of Governors Representative: Frank Zizza

Colorado Faculty Advisory Council Representative: TBD

**Academic Freedom** - The intent of the proposed changes is three-fold: reaffirming the University's commitment to academic freedom; explicitly incorporating protections for faculty speech on institutional academic matters and governance; and elaborating on faculty responsibilities related to academic freedom.

The final version of the Academic Freedom handbook proposal was approved by Faculty Senate on April 2, 2012 and by a majority of those voting in a faculty referendum ending April 27, 2012. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. The final version has been forwarded by the Provost to the Academic and Student Affairs Committee. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012.

**Retired Faculty Privileges** - The intent of the proposed additions is two-fold: to nurture opportunities for retired faculty to contribute their experience and expertise to the teaching, research, and outreach mission of CSU-Pueblo; and to formally recognize those benefits to which all retired faculty are currently entitled. Considerable discussion occurred relative to the privileges of Emeritus Faculty as it pertains to competitive, external grant application eligibility.

The final version of the Retired Faculty Privileges handbook revisions was approved by Faculty Senate on April 2, 2012 and by a majority of those voting in a faculty referendum ending April 27, 2012. This proposal has also been reviewed and approved by Office of the General Council and by Administration at CSU-Pueblo. The final version has been forwarded by the Provost to the Academic and Student Affairs Committee. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012.

**Faculty Grievance and Mediation Policy** - The intent of the revisions is to clarify details in response to questions that have arisen since its adoption in July 2011. In particular, there are revisions to the language of the sections of the Faculty Handbook pertaining to the faculty grievance panel (section 1.2.5.4), University Grievance Officer release time (section 2.7.2.4), termination (section 2.17), annual performance review (section 2.9.1), cumulative performance review (section 2.9.2), non-reappointment (section 2.17.1), and the grievance and mediation policy and procedures (section 2.18).



The final version of the Grievance and Mediation Policy handbook revisions was approved by Faculty Senate on April 20, 2012 and by a majority of those voting in a faculty referendum ending May 4, 2012. This proposal has also been reviewed and approved by the CSU-Pueblo President, Provost, University Grievance Officer and the CSU-System General Council. The final version has been forwarded by the Provost to the Academic and Student Affairs Committee. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012.

**Student Life Board** – Deletes the Student Life Board and creates Student Affairs Board of Advisors. The proposal deletes a board that has not met for the past five years and creates in its place a Student Affairs Board that will advise the Faculty Senate of relevant student activities. Motion was approved by the Faculty Senate in Fall 2011.

**Estate Committees** – Modifications to Handbook language pertaining to terms of office for estate committees and procedures for filling the role of the previous Senate President. Motion was approved by the Faculty Senate and by faculty referendum in Fall 2011.

**Senate Meetings** – Modifies Handbook language pertaining to parliamentarian, meeting times, and graduation. Approved by the Faculty Senate and by a faculty referendum in Fall 2011.

**Academic Programs and Standards Board (APSB)** – Change in membership of the ABSP. The proposal is to add another position, a representative from the Office of Financial Aid to gain access to the specialized knowledge of that office and to help the decision making processes. This motion was approved by the Faculty Senate in Spring 2012.

Respectfully Submitted,

A handwritten signature in black ink that reads "Frank Zizza" with a long horizontal flourish extending to the right.

Frank Zizza, Ph.D.  
BOG Faculty Representative



### **Strengthening Academic Excellence**

- National recruitment of highly qualified faculty from industry and education
  - 80% of faculty have terminal degrees, all faculty who teach at the graduate level have a terminal degree
  - 21% from underrepresented minorities
  - Approximately 50/50 male to female ratio
- Training and mentoring of new and continuing faculty
  - All new faculty are required to complete initial training before they start the mentoring process, additional training offered as professional development
- Retention of effective faculty
  - CSU-Global retains over 90% of faculty from year to year

### **Strengthening Innovative Delivery**

- Faculty are trained in effective use of online delivery
  - Instructional Technology Training
  - White boarding for quantitative classes
  - Live web conference sessions that are recorded for future viewing

### **Strengthening Stakeholder Engagement**

- Students are prepared to be productive members of the workforce upon graduation through a combination of real world and theoretical learning
  - Faculty are academically qualified and are engaged in their profession
  - Students want faculty to infuse the learning environment with the faculty's professional knowledge
  - CSU-Global faculty help bridge the gap between theory and practice

### **Strengthening Student Success & Advancement**

- Faculty understand how to encourage and retain adult learners so they may ultimately graduate
  - Faculty are trained how to work with CSU-Global advisors and academic support personnel as a team
  - Faculty are dedicated to student success
- Faculty work with each student to meet course and program learning outcomes
  - Faculty give personal, positive, and constructive feedback to students
  - Faculty understand the needs and pressures of being a non-traditional student
  - Faculty are available by telephone, chat, web-conferencing, and email.

# Who are our Faculty?



Colorado State University  
**GLOBAL CAMPUS**

CSUGlobal.edu

## Strengthening Academic Excellence

National recruitment of highly qualified faculty from industry and education

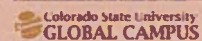
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# Get to know the CSU-Global Faculty



Colorado State University  
**GLOBAL CAMPUS**

— CSUGlobal.edu —

## Dr. Tony Contento



**Dr. Tony Contento - Program Coordinator for General Education**

Dr. Contento is a molecular cell biologist with a Ph.D. from Iowa State University. Dr. Contento's scientific research involves studying starvation stress in plants, as well as increasing protein content in crops.

He recently published an article in the Proceedings of the National Academy of Sciences about the RNS2 enzyme in plants that is essential for ribosome recycling; he has a textbook in Molecular Cell Biology that will be available in early 2012;

*"Because we are focused on lifelong learners and non-traditional students I get to enjoy students who are at different phases of their lives. Some of them may be looking for a new job, or looking to advance in their current position, and they bring a lot of knowledge that students fresh out of college or high school really don't have access to. So it's exciting to learn new things from them as I'm teaching them what they need to know."*

Resides in New York

## Dr. Dianne Blomberg



**Program Faculty in Organizational Leadership**

Dr. Dianne Blomberg has worked in Organizational Communication for over 30 years. She has worked in public relations and marketing, owned several businesses, served as a professional mentor for new employees, and worked as a college professor and administrator.

Her research is featured in The Wall Street Journal, USA Today, Newsday (New York), First for Women, Healthy Kids, Good Housekeeping, and other publications.

Dr. Blomberg has published several texts in Psychology of Communication as well as a children's book entitled "Sam and Gram and the First Day of School."

Dr. Blomberg holds a Ph.D. in Human Communication Theory from the University of Denver.

Resides in Colorado

## Dr. Elliott Lynn



### **Program Coordinator – Information Technology**

Dr. Elliott Lynn holds a Ph.D. in Organization and Management with a specialization in Information Technology Management as well as a M.B.A with a specialization in information Technology Management.

Dr. Lynn has over 15 years of Information Technology Management experience with a long list of industry certifications including Microsoft Certified Systems Engineer, Administrator, and Trainer.

Dr. Lynn serves as an SES (Senior Executive Services) for the State of New Jersey in the Office of Information Technology (OIT).

*"What I like about the students at CSU-Global is that they are motivated. They're driven to succeed. You have a student that has a goal, and they're looking for you to help them reach it."*

Resides in New Jersey

## Dr. Dana Thomas



### **Program Coordinator - graduate program in Organizational Leadership**

Dr. Dana Thomas has 18 years of experience with Jacksonville, Florida's Duval County Public Schools and has served as Dean of Liberal Arts and Sciences at Florida State College's North Campus for the past nine years.

Dr. Thomas holds a Doctorate in Educational Leadership, two master's degrees (Educational Leadership and Curriculum and Instruction), and a bachelor's degree in English, all from University of North Florida.

*"CSU-Global believes that students are the reason for being. Without students, there is no reason for CSU-Global."*

Resides in Florida

# Thank you!



Colorado State University  
**GLOBAL CAMPUS**

CSUGlobal.edu



## Report by the Faculty Representative, Faculty Council, to the Board of Governors

August 2-3, 2012, Pueblo

### 1. Programs approved by Faculty Council, May

#### 1.1. New majors

- 1.1.1. Ecosystem Science and Sustainability, BS
- 1.1.2. Dance, BA [formerly a concentration in Performing Arts]
- 1.1.3. Theatre, BA [formerly a concentration in Performing Arts]

#### 1.2. New Interdisciplinary Minors

- 1.2.1. Energy Engineering
- 1.2.2. Linguistics and Culture

### 2. University Code changes

#### C.2.3.2. Graduate School

Title of administrator from Vice Provost for Graduate Affairs/Assistant Vice President for Research to Dean of the Graduate School

### 3. Faculty Manual changes

#### E.5.3.c. Guidelines on Teaching and Advising Responsibility

Added: The course instructor's decision of whether to use whole-letter grading or the +/- grading system in the course should be indicated in the course syllabus and/or policy statement.

#### G.1. Study Privilege [includes eligibility, credits allowable, and applicable tuition/fees]

Deleted G.1.a.: According to State Fiscal Rules, courses taken by an employee under this study privilege must benefit the State and enhance the employee's performance, as determined by the head of his or her administrative unit (such as a department head).

Deleted as the University is no longer governed by these Rules.

### 4. Centers, Institutes, and Other Special Units (CIOSUs)

On a biennial basis the Committee on University Programs reviews approximately one-half of the approved CIOSUs for continuance, consolidation, or termination. The recommendations then come before the Faculty Council. This year all CIOSUs reviewed were recommended for continuance (44). The college, unless otherwise noted, and number of CIOSUs are indicated with one of the continued CIOSUs identified as an informational example.

Agricultural Sciences (1)—Institute for Livestock and Environment

Applied Human Sciences (3)—Center for Community Partnerships

Business (1)—Center for Marketing and Social Issues

Engineering (3)—Colorado Space Grant Consortium

Liberal Arts (8)—CSU Bioanthropology Laboratory

Natural Sciences (9)—Tri-Ethnic Center for Prevention Research

Veterinary Medicine and Biomedical Sciences (6)—Orthopedic Research Center

Natural Resources (10)—Colorado Cooperative Fish and Wildlife Research Unit

Office of the Provost/Executive Vice President (2)—Colorado Water Resources Research Institute

Division of Continuing Education (1)—Osher Lifelong Learning Institute (OLLI) at CSU

5. **Faculty Council Committees**

All faculty positions on Faculty Council Committees have been filled for 2012-13. Student representatives will be identified by ASCSU/Graduate Student Council and appear on a ballot at the October Faculty Council meeting. Graduate and undergraduate representatives serve on six committees (Curriculum; University Programs, Teaching and Learning, Strategic and Financial Planning, Libraries, and Intercollegiate Athletics). The Scholarship, Research and Graduate Education Committee includes one graduate student.

6. **Risk Management**

Environmental Health Services has increased the number of Automated External Defibrillators (AEDs) to more than 80 locations on campus. Buildings with heavy traffic and usage may have more than one AED. These are clearly marked and when opened emergency responders and University Police are automatically notified. Environmental Health oversees the required once a month inspection of the units. A continuing schedule of Adult, Infant, and Child CPR, First aid and AED classes is offered to employees.

7. **Calendar** for end of Summer and beginning of Fall Terms

- August 3—last day of summer school
- August 14—Orientations begin for incoming students, international students, new faculty
- August 20—Fall semester classes begin
- September 4—Faculty Council meeting planning to have discussion with President Frank
- September 18-20—2012 Diversity Symposium: Access, Attainment, and Responsibility exploring the evolution of access relevant to the 150<sup>th</sup> anniversary of the Morrill Act (Land Grant)

8. **Items of interest** to the faculty that are in progress

1. Drafting of CSU's policy allowing for multi-year contracts for adjunct faculty per passage of HB12-1144 Employment Contracts Non-tenure Track Faculty

2. Preparation for Higher Learning Commission (HLC) Accreditation visit in 2014

3. Institutional Workplace Climate Survey—Faculty and staff responded to the survey in December 2011. The Office of Institutional Research is conducting the analysis. Presentations will be made to the employee councils, the Cabinet, Council of Deans, the Diversity Symposium, the 2013 Professional Development Institute, and other groups by invitation during the coming year. The intent is to have this survey serve as the baseline for continuous evaluation and improvement with the survey administered every two years.

4. CSU's new performance contract with CCHE

5. An ad hoc committee of Faculty Council Officers and Intercollegiate Athletics Committee members is meeting with President Frank to facilitate understanding of the Department of Athletics as an integral unit of the University.

Carole J. Makela, Professor  
Faculty Representative to the Board  
July 10, 2012



## Student Representative's Report

### **Colorado State University-Pueblo**

Logan S. Gogarty

#### **Student Discount Program**

This program has been run by ASG and its purpose is to offer CSUP students with discounts to local businesses. This could potentially help the local economy and helps students save money. In the past years ASG has not done a sufficient job informing students of these discounts and therefore they go unused. While contacting businesses this summer to renew their continuance in the discount program many business owners agreed but expressed the concern that students were not taking advantage of these discounts and that the program was not as effective as it could be. We've discussed ways to improve this and felt like a new campus mobile application is the route to go.

#### **OHOHLALA**

OHOHLALA is a free mobile application for college students with the purpose of connecting and improving communication amongst student organizations. This application also provides us the ability to enter our student discounts. This will more effectively inform students of the discounts that are provided to them by automatically notifying them on their phones when they are in the vicinity of a business that offers a discount. Currently we are in the approval process but would like to launch the application during convocation week in August. To launch the

application we will work with a team from OHLALA to set up a treasure hunt on campus where the free application will need to be downloaded in order to participate. This will increase student awareness and attendance for activities on campus and help student become more connected with CSUP hopefully improving retention.

### **Wolfe's List**

Wolfe's List is the equivalent to a campus level Craig's list. This will be an online web page where students, faculty and staff can go to find roommates, rent out space, sell school supplies, trade books, post lost and found items etc. The actual web page is finished and now IT is just working on a way to implement it with the current system. They have run into some problems with firewall settings but are working quickly to get it resolved. As soon as we can post it on our website we will.

### **ASG Retreat**

This summer we have been working hard to plan a successful summer retreat for all members of student government. We will be holding the retreat here in Pueblo to help students realize what it has to offer and to meet key people on campus that will help Senators in getting started with certain issues. During the retreat we will teach each member how to successfully perform their jobs and then set group goals and work out plans that will help us achieve those goals. We will also have team building exercises to help us work together the most efficiently as possible.

### **Cleaning Up**

This summer we have also spent hours cleaning out and organizing the ASG office. It appeared that this had not taken place for many years but now we have a more functional office and a better environment which will help us accomplish more important tasks at hand.

### **Teacher Evaluations**

This summer I've met with Dean Kreminski the interim Provost regarding teacher evaluations. We are currently in the process of exploring options on new surveying vendors. We've discussed different options on how to get the most amount of students to accurately fill out teacher evaluation forms online. We've also discussed when the student should be allowed to fill these

forms out and the effectiveness of waiting till the end of the semester or allowing them to do it 3 weeks into the semester. This may give teachers the chance to improve teaching skills for the students that evaluate them. We will continue to work on this to improve teaching skills on campus.

### **Parking**

This summer we have met with the parking advisory committee to work on some of the issues regarding parking on campus. We presented to them some of the students concerns of not having clear markings on where they are and aren't allowed to park. Students also feel as if they are getting harassed by the students who give out parking tickets. Another student concern is that students feel like the money they pay for parking tickets and parking passes are not being sufficiently used as the parking lots maintenance seems to be nonexistent with missing lot signs and faded lines. We have a plan of action to address these student concerns and will implement them as soon as possible. We also want to allow students to be able to purchase parking passes online instead of having to come to the school.

### **Search Committees**

Currently we have search committees for a new VPFA, CIO, and Provost. I sit on the VPFA search and my executive assistant Dustin Cox sits on the CIO search committee. All searches are going well and we have gathered a strong candidate pool in each search. The campus as a whole is excited for the changes in leadership that are taking place and looking forward to fulfilling more of our potential as a community under the right guidance.

### **Redline**

Over the past year, ASG has been approached by students asking that a safe-ride program, similar to CSU Fort Collins' "Ram Ride," be created here at CSU-Pueblo for the purpose and benefits of preventing impaired driving, saving on gas, and basic transit desires. Aside from that, ASG has been approached by the business community and asked how it would be possible to attract students to the business district of Pueblo. ASG executives have been in deliberations with campus administration and the Pueblo community to find out if and programs like this could be possible, and how it would benefit students and local businesses. Leadership Pueblo

(LP12) with the Pueblo Chamber of Commerce has acquired suitable transportation to provide to the University so students, primarily those who live on campus, can travel to routed destinations on the North side and Downtown Pueblo. CSU-Pueblo has been informed of community intent and has been working through the details with risk management and legal departments to ensure all liabilities and exposures are fully addressed. This model could be viewed as an asset to the local businesses community as well as on-campus students. Many students who live in on campus do not take advantage of local shopping and entertainment because of a lack in public and private transportation. This program would allow these students opportunities to learn more about what Pueblo has to offer, while increasing foot traffic to our shops and attractions. This Project has been finalized and will be implemented this fall 2012.

### **Registration Event**

August 2<sup>nd</sup> the campus will be hosting a registration event to increase student enrollment. All the details of this even are being worked out and multiple media avenues are being used to advertise for this event in order to ensure a great turn out. We hope to have a successful event and register many new incoming freshmen. There will be giveaways, food and other activities.

# Who are our Students?



Colorado State University  
**GLOBAL CAMPUS**

CSUGlobal.edu

## Student Success and Advancement

Based on student testimonials and surveys, our alumni report career advancement opportunities such as:

- Developing new business and entrepreneurships
- Publishing works they author as experts in their field
- Teaching as instructors for online institutions
- Earning a promotion in their current field, even before graduation



## Academic Excellence

In our Alumni Spotlights shared on Facebook, alumni have also credited CSU-Global for providing them with:

- A passion for transformative learning and leadership
- A professional and practical focus through the coursework
- Confidence to continue striving towards their many goals
- A noticeable increase in credibility among their circle of peers
- Strategic insight, organizational awareness, and leadership confidence to take their career aspirations to the next level



## Strengthening Stakeholder Engagement

- 7% of students who completed a bachelor's degree with CSU-Global return to continue their academic success as graduate students with CSU-Global.
- 202 CSU-Global Campus graduates have dedicated themselves to the growth and development of the university by being active members of the Alumni Association.





## Opportunities for Building a Stronger Future for Colorado

- 60% of CSU-Global active students live in Colorado according to data collected in Spring 2012.
- After our last graduating class (April 29<sup>th</sup>, 2012), 85% of alumni reside in Colorado.



# CSU-Global Students Are More Than Just Numbers



Colorado State University  
**GLOBAL CAMPUS**

— CSUGlobal.edu —

## Susan Harvey



- Susan Harvey earned an M.S. in Teaching and Learning in June of 2011 with a 3.95 GPA
- Through her degree, she gained a passion for transformative learning and leadership that led her to found PathJourney ([www.pathjourney.com](http://www.pathjourney.com)).
- She is married with three children and one amazing grandchild.
- "Education has transformed my life," Susan says, "Not only in the external benefits it has afforded me... But internally, education broadened my perspectives, opened my eyes, and changed my world view..."

## Brandon Pipkin



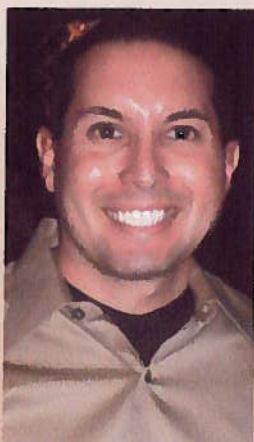
- Brandon Pipkin is a recent graduate of CSU-Global Campus, finishing his coursework and earning his Bachelor of Science in Organizational Leadership in fall 2011.
- Brandon owns a corporate training business, volunteers in his community, and is a husband and father of five.
- Brandon was able to maintain a cumulative GPA of 4.00 throughout his degree program.
- When asked of his own accomplishments, Brandon remains humble, saying "I mention these things not to brag, but rather to illustrate the flexibility CSU-Global provides and as a testament to the help from my professors who guided me."

## Spencer Hamons



- Spencer earned his bachelor's degree from CSU-Global Campus and enjoyed it so much, that he returned to work towards a Master of Science in Organizational Leadership.
- Spencer is active in his community. In addition to his school work and job in the technology sector, he produces a monthly podcast about technology and leadership issues and serves on a number of committees related to national healthcare.
- Spencer currently serves as the Chief Information Officer for the Taos Health Systems.

## Jon Armendariz



- Jon Armendariz is 2011 graduate of CSU-Global Campus' Master of Science in Organizational Leadership and graduated *Magna Cum Laude* with a 4.0 GPA.
- Jon is currently the Project Manager responsible for Exempla Saint Joseph Hospital's Lean Six Sigma initiatives. He has worked to enhance processes including reducing waste, defects, and improving services across the organization.
- Jon says, "The value and prestige of CSU-Global, as well as its online environment were positive aspects that I considered prior to enrolling in the program."

**Thank you!**



Colorado State University  
**GLOBAL CAMPUS**

CSUGlobal.edu

## **Fort Collins - Student Representative Report**

*Colorado State University*

*Regina Martel*

*August 2012 Meeting*

### **Finances:**

- ASCSU receives about \$2.0 million in student fees annually
- 2011-212 Financial Projections:
  - Student Fee Assessment –
    - Full Time – Fall/Spring – On Campus - \$35.92
    - Full Time – Fall/Spring – Off Campus - \$25.26
    - Full Time – Summer – On Campus - \$38.81
    - Full Time – Summer – Off Campus - \$22.85
    - Full Time – Summer – PVM Senior - \$23.95
  - Total Revenue - \$1,965,766.80
    - Student Fee Revenue - \$1,881,872.80
    - Total Other Revenues - \$17,600.00
    - Total Estimated Rollover - \$83,893.63
  - Total Anticipated Expenditures - \$1,965,766.43
  - Reserve - \$100,000.00
- This summer the Finance Department has been working to ensure that all financial Procedures are solidified. After a review of the recommendations from the FY12 audit, the following changes have been made:
  - All ASCSU Directors must attend financial training. This training consists of knowledge of the University Financial Procedures as well as the ASCSU internal procedures. The purpose of the training is to ensure that all internal procedures are being followed as well as explaining our revenue sources and encouraging members to be good stewards of the ASCSU Student Fee.
  - Purchases cannot be made without the prior authorization of the ASCSU Director of Finance and President. We have been working with our internal suppliers to ensure that they have the proper authorization documented on all purchases.
  - We have changed our internal procedures to align with other Colorado State University offices to streamline the process of collaboration.
  - We are working to provide more visible outlets for the ASCSU Student Fee, making it available to students by using open forums and marketing via student media.
  - We will be accessing and evaluating the services that ASCSU provides to determine how many students we are reaching.

### **Governmental Affairs:**

- Stafford Loan :
  - “Don’t Double My Rate Campaign” – A national movement of student leaders which emerged from The National Campus Leadership Summit (NCLS) held In Washington D.C. in April of this year. ASCSU was in attendance to participate in discussions around

national issues affecting higher education. One of them being the Stafford Interest Rates. In 2007 Congress made an investment in higher education by passing the “College Cost Reduction and Access Act”. As part of this legislation Congress phased in an incremental interest rate reduction on Federal Subsidized Stafford Loans cutting interest rates from 6.8% to 3.6%. The rates were set to expire July 1<sup>st</sup> 2012. Without a new plan, students could pay, on average, an additional \$1,000 annually for their subsidized Stafford.

- The ASCSU Governmental Affairs department spent the first part of the summer aggressively lobbying Congress to keep the Stafford interest rates at their current level. Approximately 50 position papers were submitted from myself and our Director of Governmental Affairs affirming the extension of the loan rate reduction. The efforts on campus and those of the NCLS were successful; the rates were not doubled and will remain unchanged for the coming year.

**Community Affairs:**

- The Department of Community Affairs has been working this summer to bridge community/student relationships. The department has been focusing on a number of issues. The first being the Social Host Ordinance. ASCSU was present along with community members, CSU’s Off-Campus Life office, CSUPD and Fort Collins PD for a round table discussion of the issues.
- ASCSU will continue to be a strong partner in the annual Community Welcome which gives students the opportunity to go door to door in the community accompanied by a CSU representative as well as a representative from the police department to introduce students and talk about various community resources to make the relationship easy.
- Continued relationships with police department and the community to ensure that the Late Night Bus route continues. Also, continuing the relationship with Transfort for the free bus-ride for students. Below are the numbers of riders for the Green and Gold Routes:

Route	Green & Gold				
	May 2012		May 2011		% Change
	Regular	Senior/Disabled	Regular	Senior/Disabled	
Gold-1	563	0	N/A	N/A	N/A
Gold-2	550	0	N/A	N/A	N/A
Green-1	217	0	N/A	N/A	N/A
Green-2	245	0	N/A	N/A	N/A
<b>TOTAL</b>	<b>1575</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
<b>TOTAL RIDERS</b>	<b>1,575</b>		<b>N/A</b>		<b>N/A</b>

**RamRide:**

- RamRide, the campus safe-ride program, as its own department it is able to operate efficiently transporting nearly 1,000 students home every weekend. It is the second largest safe-ride program in the nation just behind CARPOOL at Texas A&M. RamRide is unique in that it is the only

safe-ride program in the nation whose nightly operations are staffed completely by volunteers. With a staff of about ten, 150 volunteers are trained to run the three nights of operations.

- This year we have two key leaders in charge of RamRide who are focused on moving RamRide forward operationally as it gains more recognition throughout the community. We are looking at ways to make dispatching more efficient and discussing different ways that RamRide could sustain itself financially.
- We are in the process of forming an Advisory Board comprised of members who are significant stakeholders in the program to start the visioning and goal setting for the program as it moves into its ninth year.

#### **Student Services:**

- Each year first year students are given a Forever Green t-shirt during RamWelcome. The T-shirt is designed by a CSU student and voted on during the general election in the spring. This year in addition to the T-shirt, students will also be given a Forever Green book to highlight current traditions around campus and to highlight some of the historical traditions. For instance the list of '70 things to do before you graduate' will be included. The Forever Green tradition was created by ASCSU ten years ago and it is exciting to see it continue as a strong student program.
- Grill the Buffs – In anticipation of the annual Rocky Mountain Showdown, ASCSU hosts a pep-rally to get students excited about the game. We grill buffalo burgers; and invite the band, cheerleaders, and athletics to attend. The line for the burgers is always extremely long and students look forward to the event every year.

#### **University Affairs:**

- ASCSU will be printing and distributing 14,000 student planners this fall. We have filled the first pages with useful and important information about campus and the dates in the planner align with the University calendar for everything from Athletics to University Holidays to important academic dates. This program was discontinued last year but students have requested its return so we decided to bring it back this year and we will be providing it free to students.

Respectfully Submitted,

Regina Martel, President  
Associated Students of Colorado State University

# Section

# 5

## Chancellor's Report and Strategic Plan Updates

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Section

6

Presidents' Reports and  
Campus Updates

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

***I. ACADEMIC EXCELLENCE***

- A. US Department of Education PROPEL Grant funds Summer Biology Institute.** College biology labs, BIO 181 and 182, are being improved through the PROPEL (Providing Opportunities to Excel) Grant by incorporating new learning strategies that include more inquiry-based learning. The 5-year, \$4.3 million project is intended to increase the number of underrepresented groups in undergraduate STEM disciplines.
- B. Chemistry Department Collaborates with CSU Extension in well-water sampling.** Under the supervision of Dr. Perry Cabot, CSU Extension Water Specialist and Dr. David Lempuhl, Interim Dean of the CSU-Pueblo College of Science and Math, Chemistry Club students worked with Huerfano County landowners on a pre-fracking analysis of their well water. Over the course of one month students collected water samples to provide baseline data to determine the effects of fracking, if any, on residents drinking water quality.
- C. Individual Faculty Contributions.** Dr. Bruce Lundberg, Mathematics, is consulting for the Aerospace Corporation in Colorado Springs, and Drs. Melnykov and Funk-Neubauer, Mathematics, were graders for the Advanced Placement Statistics and Calculus exams held in St. Louis, Missouri.

***II. STUDENT ACCESS AND SUPPORT***

- A. University Earns \$1.9 Million Upward Bound Grant.** The Department of Education awarded nearly \$2 million to CSU-Pueblo over the next five years for its Upward Bound program. Upward Bound (UB) helps participants generate the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education. Project services focus on year-round rigorous academic support, college preparation, financial literacy, leadership development, and cultural and community service. Eligible program participants are recruited from four target schools located in Pueblo.
- B. U.S. Senator Mark Udall Recognizes the CSU-Pueblo Upward Bound Program.** At its UB annual dinner held on July 11<sup>th</sup>, Udall staff member Gloria Gutierrez recognized CSU-Pueblo for its 44 years of service to Upward Bound for encouraging traditionally underrepresented students to successfully prepare for educational opportunities beyond middle school. President Di Mare gave the keynote address sharing her experiences working with UB and the benefits it brings to the students and their families who participate.
- C. CSU-Pueblo hosts the Future Farmers of America and the American Legion Colorado Boys State during the same week.** Over 175 Boys State participants and 1700

FFA members spent a week in June experiencing the campus and participating in dozens of seminars and trainings related to their respective organizations. CSU-Pueblo staff commented how much they enjoyed working with the teenagers who remarked they enjoyed their CSU-Pueblo experience.

- D. Office of Student Affairs Reorganized.** As part of the ongoing assessment of all units in the areas of staffing, unit efficiencies, and overall infrastructure, the Office of Student Affairs was reorganized. The new structure reduces redundancies in some positions and changes some reporting lines.

### ***III. DIVERSITY***

- A. Campus Climate Survey planned.** The University Board on Diversity and Equality will be conducting a campus survey with faculty and staff in August.
- B. English Language Institute Obtains J-1 Visa Designation.** CSU-Pueblo will receive its first two Chinese students into the 1+2+1 dual degree program with select Chinese universities.

### ***IV. IMAGE BUILDING***

- A. Education Consortium Reveals New Website.** A new website will allow southern Colorado students to learn about programs at 10 two and four-year colleges in one easy step. The site, [www.socolo-edu.org](http://www.socolo-edu.org), is intended to show low- and moderate-income students that they can be the first in their families to pursue education after high school. The site was produced by the Southern Colorado Higher Education Consortium (SCHEC), a collaboration of all 10 public colleges and universities in southern Colorado, including CSU-Pueblo. A highlight of the site is a video series that use student voices to demonstrate the importance these colleges place on student success. Fueled by a \$750,000 Fund for the Improvement of Postsecondary Education grant from the U.S. Department of Education, the SCHEC is working cooperatively to increase the number of southern Colorado residents who attend college. The website will help families in southern Colorado connect with local colleges and understand requirements to enroll in post-secondary education. Unemployment rates are generally lower for people with education after high school and the Bureau of Labor predicts increased demand for employees with higher levels of education.

### ***V. COMMUNITY ENGAGEMENT***

- A. Ongoing partnership with RMPBS recognized.** In celebration of the 40-year partnership between the University and RMPBS to benefit mass communications students in studio production, a reception was held on July 18<sup>th</sup> in the Buell Communications Center, home to RMPBS in Pueblo, the Mass Communications Department, and the Visitors Center. The collaboration is unique in Colorado in which the university provides

- the production facility, the mass communications department provides the students and faculty assistance, and RMPBS provides the instructors and programming for students to participate in numerous public broadcasting production opportunities.
- B. Pueblo Symphony collaboration solidified with 2012-2013 MOU.** A new agreement between the University and the Pueblo Symphony was finalized in July, paving the way for more outreach into Pueblo schools and the possibility of a string music camp in summer 2013. Both the Pueblo Symphony conductor and principal violinist teach in the Music Department.
- C. Chamber Leadership Class funds student shuttle service.** The Greater Pueblo Chamber of Commerce Leadership class has established REDLINE, a shuttle service that will provide free transportation from CSU-Pueblo to downtown and north side destinations such as grocery stores, restaurants, small business, and movie theaters. The shuttle will be available free of charge to all students with a valid ID and will begin operation at the onset of the fall semester. The shuttle will be officially introduced at CSU-Pueblo Day at the Colorado State Fair on Monday, August 27. Ultimately, student usage will determine location stops by the shuttle service.
- D. CSU-Pueblo helps plan Ludlow Centennial Celebration.** CSU-Pueblo and other Colorado organizations dedicated to preserving our state's history plan to stage events beginning next year to mark the 100th anniversary of the Great Colorado Coalfield War of 1913-1914, during which the Ludlow Massacre occurred. Organizations and individuals involved include Colorado Humanities, History Colorado, the United Mine Workers of America, University of Colorado-Denver, and Colorado State University-Pueblo. The groups will compile a calendar of events and create a website to serve as a central location for the 100-year anniversary of the Colorado Coal Field War and the Ludlow Massacre. The calendar of events will begin in the Fall of 2013 and continue through December of 2014. Events will include speakers, films, readings, and an educational curriculum for teachers that relates the local story to the study of U.S. and Colorado history.
- E. CSU-Pueblo to host Chautauqua 2012 with Pueblo Library District August 4-5.** Pueblo's third annual Voices of the Valley Chautauqua Festival will bring historical figures to life beneath a tent on the CSU-Pueblo campus **August 4-5**. This year's festival includes Alexander Hamilton, James Madison, Walt Disney and Amelia Earhart. Hamilton, portrayed by actor Hal Bidlack, will perform at 5 p.m. on August 4 with Madison, portrayed by Bill Worley, to follow at 6 p.m. Worley will return on August 5 to portray Disney at 5 p.m., with Actress Elsa Wolff portraying adventurer Amelia Earhart at 6 p.m. All Chautauqua performances are held in true Chautauqua style in a tent on the west side of CSU-Pueblo's campus. All events are free and open to the public. After the performance, scholars answer questions as their character, then as themselves. Voices of the Valley is sponsored by Colorado Humanities, Pueblo City-County Library District and CSU-Pueblo.
- F. CSU-Pueblo Provides Emergency Shelter to Fire Evacuees** In response to the devastating Waldo Canyon fires in Colorado Springs, CSU-Pueblo made available

approximately 200 beds in its Greenhorn Residence Hall for a one week emergency shelter for any employees or Colorado Springs residents who were evacuated from their homes. Although only a few families needed assistance, the university students and staff worked collaboratively to provide assistance during the crisis.

- G. Athletics Engages Community.** The Athletics Department held its annual “Night Out with the Pack” on July 13th to allow community members to meet the coaches and athletes and learn how the Thunderwolves plan to compete in 2012-2013. On August 1<sup>st</sup>, the annual “Lobster Bake” fundraiser was held that raises funds for the Athletic Department.

## **VI. RESOURCE MANAGEMENT**

### **A. Dan DeRose Elected Chairman of CSU-Pueblo Foundation Board**

The CSU-Pueblo Foundation’s board of trustees has elected Dan DeRose to the position of Chairman of the Board. DeRose, an alumnus (BS, Business Management, 1984; MBA, 1985), former Athletic Director, and ardent supporter of CSU-Pueblo, began his duties as Chair at the June 26 meeting. DeRose’s previous contributions of time and financial resources – most notably in spearheading the Friends of Football project to construct the Neta and Eddie DeRose ThunderBowl Stadium and to fund an athletic expansion that brought back football, wrestling, and women’s track and field in 2008 -- reflect his desire to better the campus and improve the campus-community connection.

### **B. New Honors Program Director Announced**

Dr. Marc Pratarelli, professor of psychology, has been selected as Director of the University Honors Program. Dr. Pratarelli replaces Dr. David Malet, assistant professor of political science, who has taken a position with the University of Melbourne in Australia. He has made more than 60 professional presentations with graduate and undergraduate students, and nearly 20 percent of his publications have been co-authored by students or former students. Pratarelli earned a bachelor’s degree from University of California, San Diego, and master’s and doctoral degrees from the University of California, Los Angeles. He has been on the CSU-Pueblo faculty since 1999.

### **C. Interim Dean of Graduate Studies and Research Named**

Dr. Kristy Proctor, professor of chemistry, has been named Interim Dean of Graduate Studies and Research. Dr. Proctor has extensive administrative experience, having served as department chair of Chemistry from 1994 to 2001; Assistant Provost 2001-2002; and Dean of the College of Science and Mathematics from 2002-2007. She earned a bachelor’s degree in chemistry from CSU-Pueblo and a doctoral degree from CSU-Fort Collins.

- D. New Dean named for the Hasan School of Business.** Dr. Bruce Raymond has been named the dean of HSB. Dr. Raymond received his MBA and doctorate from the University of Utah, with research interests in systems modeling and decision support analysis. Most recently he was at Montana State serving as associate dean. He is the author of several dozen refereed journal articles and conference proceedings.

## **VII. SHARED GOVERNANCE**

- A. CSU-Pueblo searches successfully moving forward.** Searches for the positions of VPFA, Provost, and CIO are on-schedule with SKYPE, personal, and on-campus interviews occurring during August and September.

### **GRANTS and CONTRACTS - RECEIVED ONLY:**

#### **Academic Affairs**

##### First Year Program

Sponsor:	Department of Education – Fund for the Improvement of Post-secondary Education (FIPSE/DOEd via UCCS)
Principal Investigator:	Dr. Derek Lopez
Project Title:	Summer Success Bridge Program
Award Dates:	12/1/11 – 12/31/12
Amount:	<u>\$ 12,500</u>

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

##### Engineering

Sponsor:	Xcel Foundation
Principal Investigator:	Dr. Jane Fraser
Project Title:	Women in Engineering Outreach in Colorado
Award Dates:	8/20/12 – 5/3/13
Amount:	<u>\$ 2,070</u>

##### Nursing

Sponsor:	Caring for Colorado Foundation
Principal Investigator:	Dr. Donna Wofford
Project Title:	Pro DNP
Award Dates:	8/1/12 – 7/31/13
Amount:	<u>\$ 50,000</u>

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

##### History

Sponsor:	Department of Education – Fund for the Improvement of Post-secondary Education (FIPSE/DOEd via UCCS)
Principal Investigator:	Dr. Fawn-Amber Montoya

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Report Item

Project Title: History/Chicano Studies – The Southwest  
United States  
Award Dates: 12/1/11 – 12/31/12 (three years)  
Amount: \$ 6,000

**College of Science and Mathematics**

Chemistry, Biology

Sponsor: Pueblo County  
Principal Investigator: Dr. David Lehmpuhl, Dr. Scott Herrmann, Dr.  
Chad Kinney, Dr. Brian Vanden Heuvel, Dr. Del  
Nimmo  
Project Title: Living Organisms as Environmental Indicators  
of Water and Sediment Conditions in Fountain  
Creek and Lower Arkansas River, Colorado  
Award Dates: 7/1/12 – 8/15/13  
Amount: \$ 75,000

Biology

Sponsor: Pueblo Board of Water Works  
Principal Investigator: Dr. Scott Herrmann, Dr. Del Nimmo  
Project Title: CDPHE High Quality Water Supply Research  
Project  
Award Dates: 5/1/12 – 5/31/13  
Amount: \$ 14,000

Chemistry

Sponsor: American Chemical Society  
Principal Investigator: Dr. David Dillon, Dr. Mel Druelinger, Dr.  
Sandra Bonetti, Dr. Chad Kinney  
Project Title: Project SEED – Research Projects  
Award Dates: 6/4/12 – 8/10/12  
Amount: \$ 6,000

University Total Received **\$ 165,570**



COURTESY PHOTO/ROCKY MOUNTAIN PBS

Colorado State University-Pueblo student Bilal Carter works in the control room of the Homework Hotline show.

PUBLIC BROADCASTING

# A 'unique' partnership

KTSC, CSU-Pueblo and RMPBS still thriving after 40 years

By **GAYLE PEREZ**  
THE PUEBLO CHIEFTAIN

KTSC-TV has come a long way in four decades. From the first black and white broadcasts to the current digital programming, Pueblo's public broadcasting station has evolved into a gem for the local community, Colorado State University-Pueblo and Rocky Mountain PBS. The station, housed in the Buell Communication Center at CSU-Pueblo, pro-

“  
*This win-win scenario provides both applied learning for our mass communications students and great public television programming for Colorado. It's a collaboration with the goal of lifelong learning for people of all ages.*

CSU-Pueblo President  
Lesley Di Mare

vides public broadcasting throughout the region and also serves as a teaching tool for students in the mass communications department at the university.

The partnership between Rocky Mountain PBS (which purchased the station in 1999) and the university has allowed for the ongoing collaboration between the two entities to grow.

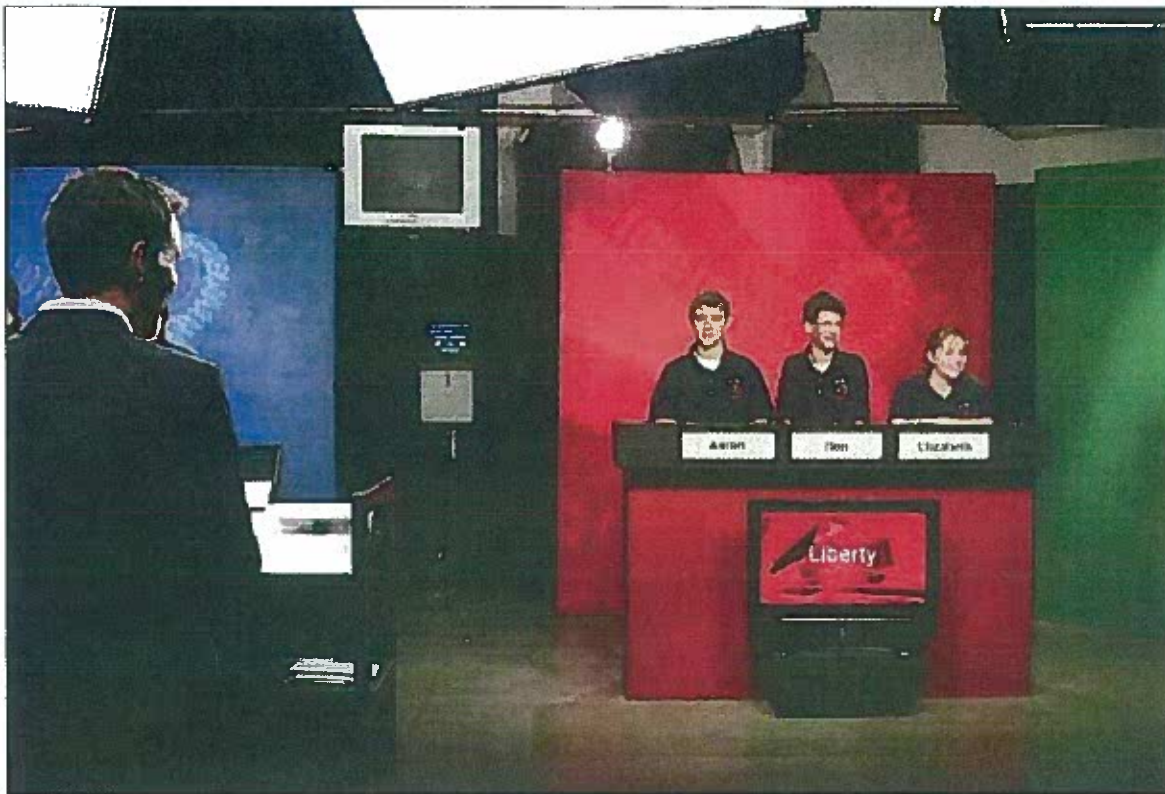
In recognition of the partnership, university and RMPBS officials are re-

newing their commitment by formally signing an affiliation agreement as part of the 40th anniversary celebration of the station.

The agreement, which went into effect July 1, allows for the continued special collaboration which has enhanced the university's mass comm degree program while providing a Southern Colorado region production facility for RMPBS.

SEE RMPBS, 4B





COURTESY PHOTO/ROCKY MOUNTAIN PBS

Craig Elliot hosts Matchwits featuring contestants from Liberty High School in Colorado Springs.

## RMPBS / from page 1B

In honor of the ongoing partnership and the 40th anniversary of KTSC-TV, a reception is scheduled from 5 to 7 p.m. Wednesday at the station.

Tours of the center will take place along with presentations by CSU-Pueblo President Lesley Di Mare and Doug Price, president of RMPBS.

"This new affiliation agreement continues the unique 40-year partnership between CSU-Pueblo and RMPBS," Di Mare said in a written statement. "This win-win scenario provides both applied learning for our mass communications students and great public television programming for Colorado. It's a collaboration with the goal of lifelong learning for peo-

ple of all ages."

Amanda Mountain, regional director of RMPBS and station manager for KTSC, said the relationship with CSU-Pueblo is the foundation of RMPBS' commitment to the local community.

"This relationship is so important to us as it allows us to interact with the community in a number of ways."

Mountain said the partnership allows for RMPBS staff to work with CSU-Pueblo students to produce local programming.

"We produce more local programming in Pueblo than in any other PBS station in the state," Mountain said. "Students learn real world skills in new media environment in producing such shows like

Matchwits and Homework Hotline, thanks to this unique affiliation agreement."

Jennifer Mullen, chief of staff at CSU-Pueblo, said the partnership has allowed for the university to not only have a public broadcasting station on campus but to integrate with an academic department.

"There are many benefits for our students," Mullen said. "We are part of a statewide television network so our students can participate with programming and production that has the potential of being part of a statewide program."

Likewise, Mullen said RMPBS couldn't produce local programs without the students' assistance.

"They provide the people power to assist their producer."

For more information about KTSC-TV, visit [www.rmpbs.org](http://www.rmpbs.org) or call 543-8800.

[gperez@chieftain.com](mailto:gperez@chieftain.com)



### **Student Success and Advancement**

- The Fall A's term cohort of new students are comprised of 29% underrepresented minority students and 47% first-generation students.
- To enhance the level of transparency for students' entering into a degree program, a Student Acknowledgement Form process has been deployed to inform students of the projected number of credits required to complete their degree as well as the projected costs of attendance. The Form requires student acknowledgement prior to the student's first term with CSU-Global.
- Enhanced student advising and retention strategies have been launched as of July 1, 2012 to include: new proactive call strategies based on student status, a higher level of active student interaction with student advisors for degree plan reviews, and new software to obtain a holistic perspective of each student's experience.
- Effective July 2012, CSU-Global incorporates its own U.S. Department of Education (DE) Office of Postsecondary Education (OPEID) code allowing it to directly request or draw federal student aid funds directly from the DE. The long-awaited shift will increase processing efficiency and service to students, while removing responsibility for CSU-Global student financial aid from CSU and CSU-Pueblo.

### **Academic Excellence**

- The first graduation cohort of the ETS Proficiency Profile exam was completed in June 2012. Results indicate that there are statistically significant higher scores for graduates (vs. their initial scores upon CSU-Global entry) in all categories of critical thinking, reading, writing, and mathematics.

### **Expand Statewide Presence**

- In FY12, CSU-Global had students from 52 out of 65 counties in Colorado (80%).
- CSU-Global was featured in a Congressional E-Learning Caucus held in Washington, D.C. on July 11, 2012. Dr. Becky Takeda-Tinker presented information on CSU-Global and the university's perspectives on the future of e-learning alongside representatives from Western Governors University and Career Education Corporation, and the Fairfax County (Va.) Public Schools.

### **Opportunities for Building a Stronger Future for Colorado**

- CSU-Global has secured alliances with organizations in all sectors of: Colorado Law Enforcement/Government, Financial Services/Insurance, Communications/Technology, Medical/Healthcare/Pharmaceutical, Retail & Consumer Products/Services, Construction/Manufacturing, Business Services, Community Service Organizations
- In June-July, 2012, CSU-Global signed agreements with two large Denver companies to provide leadership and corporate training for their employees, and will continue to provide such services to inquiring organizations throughout the U.S.

## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System  
August 3, 2012

### **I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS**

#### **A. Colorado State University's Popular Organizational Performance and Change Master's Degree Is Now Offered Online**

Colorado State University's Organizational Performance and Change master's degree is now being offered online, making it available to a broader audience of professionals seeking to improve performance through organizational and workplace learning and change management. The program uses the latest research on organizational development, change management and performance improvement and provides relevant learning that enables students to make immediate, valuable impacts in their workplaces. The OPC master's program is in the School of Education in CSU's College of Applied Human Sciences.

#### **B. Colorado State University Physicist Receives DOE Early Career Award for Basic Research in Magnetism**

The U.S. Department of Energy in June awarded a Colorado State University physicist a five-year, \$762,000 Early Career Award to improve scientific understanding of spin dynamics in magnetic materials. Kristen Buchanan, an assistant professor in the Department of Physics, is one of only three Colorado scientists among the 68 awardees for 2012 and the only recipient at Colorado State University. Buchanan is part of the Magnetic Materials & Applied Magnetics Laboratory in the College of Natural Sciences. Buchanan is also the lead principal investigator on a \$962,000 U.S. Department of Commerce grant to improve tiny magnets in information-storage devices such as computers. Buchanan's research program is also supported by the National Science Foundation, and she hosts high school students in the laboratory each summer as apprentices, a program that is supported by the Academy of Applied Sciences to help get students interested in pursuing careers in science.

#### **C. Colorado State University Adds Online Master's and Doctorate Degrees to Systems Engineering Offerings**

In response to industry demand, Colorado State University has added an online Systems Engineering Master of Science and doctorate degree in addition to its popular Master of Engineering. As some of the only online graduate degrees in this field, these programs have been shaped by input from industry and government leaders, preparing students to meet industry demands with immediately applicable knowledge. These degrees cover critical topics such as

risk analysis, project management, support systems, and engineering processes. These degrees join the ranks of other CSU College of Engineering online programs that *U.S. News and World Report* has collectively ranked as 6th in the nation for student services and technology this year, 10th for faculty credentials and training and 5th for admissions selectivity.

**D. Professor Diana Wall, El Centro Director Guadalupe Salazar Included Among 2012 Women of Vision by Colorado Women of Influence**

Dr. Diana H Wall, University Distinguished Professor, Professor of Biology, and Director of the School of Global Environmental Sustainability, and Guadalupe Salazar, director of El Centro Student Services, are included among the 2012 Women of Vision by Colorado Women of Influence. Colorado Women of Influence is a community of highly networked female business and community leaders. El Centro supports and strengthens the academic and cultural experiences of students by providing workshops, leadership opportunities, and Latina/o cultural awareness programs that promote student success and retention. Dr. Wall is actively engaged in research to explore how soil biodiversity contributes to healthy, productive soils and thus to society, and the consequences of human activities on soil sustainability.

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

**A. Colorado State University College of Business Students Place First in SAP University Alliances North America Student Dashboard Design Competition**

Three Colorado State University Computer Information Systems graduate students – Laura Barron, Austin Walton, and Matt Zachman – won the SAP University Alliances North America Student Dashboard Design Competition in Orlando, Fla., in June. CSU finished in the top spot ahead of the University of Pittsburgh and Texas A&M University in the final competition. Part of the SAPPHERE NOW conference attended by more than 15,000 business leaders, the competition challenged participants to create a digital dashboard for a real client – Junior Achievement of Delaware Valley-Philadelphia. The CSU team's winning dashboard went beyond the required criteria and included key information on finances, contribution patterns and trends, and performance.

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

**A. Colorado State University Scientists Discover Cell Surface 'Docking Stations' Play Important Function in Membrane Protein Trafficking**

Ion channel proteins – tiny batteries in cells that are the basis for all thought and muscle contraction, among other things – also serve as important docking stations for other proteins that need help figuring out where to go, according to groundbreaking new research by a team of Colorado State University scientists. The research by Diego Krapf, an assistant professor in the Department of Electrical and Computer Engineering, and Mike Tamkun, a professor in the

Department of Biomedical Sciences, appeared in June in the peer-reviewed journal, *Molecular Biology of the Cell*. Co-author Emily Deutsch, who began working on this project as a freshman, obtained her bachelor's degree in Biology from Colorado State in May. Ultimately, the basic discovery could help scientists solve puzzles like how certain mutations in ion channel genes lead to epilepsy and other nerve diseases or cardiac diseases such as stroke and hypertension.

#### **B. Joint Implant Material Created at Colorado State Now Working in Humans**

A new, longer-lasting joint implant material developed by a Colorado State University professor in conjunction with an Indiana company has now been implanted into a London patient and is being sold in Europe. The biologically enhanced implant material created by Professor Susan James and BioPoly LLC of Fort Wayne, Ind., is designed to allow active adults to seek joint repair at an earlier age and thus reduce their pain sooner. James has spent much of the last 17 years developing the BioPoly material, combining polymer science with biomedical engineering to create a new material that may allow human joints to survive much longer than current technology allows.

#### **C. Spatial Configuration Can Spark Déjà Vu, CSU Psychology Study Reveals**

Déjà vu - that strange feeling of having experienced something before - is more likely to occur when a scene's spatial layout resembles one in memory, according to groundbreaking new research by a Colorado State University psychology professor. The research, led by Anne Cleary, associate professor of psychology, appeared in the May edition of the peer-reviewed scientific journal, *Consciousness and Cognition*. The study is the first ever to use virtual reality technology to model déjà vu in the laboratory.

### **IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES**

#### **A. Equine Reproduction Laboratory Rebuilding at CSU after 2011 Fire**

Construction has begun on a new 12,200-square-foot Equine Reproduction Laboratory at Colorado State University less than a year after fire destroyed the original main laboratory building. For 30 years, researchers at the Equine Reproduction Laboratory have developed reproductive techniques benefiting horses and preserving bloodlines. Multiple techniques used today in human and animal reproduction assistance were pioneered at the laboratory, including semen freezing and cooling, embryo transfer and other advanced reproductive procedures. More than 500 client horses are examined annually at the ERL. Despite the fire last summer, client services, teaching, and research activities have continued in other buildings on the grounds over the past year. Construction is expected to be completed by March 2013 in time for the main part of the breeding season. Insurance proceeds will cover some construction costs, but fundraising for the project is ongoing.

**B. Colorado State University Signs International Memorandum with Kenya's University of Nairobi**

Colorado State University in June signed an International Memorandum of Understanding with Kenya's University of Nairobi to collaborate on research, education, and outreach programs that focus on sustaining Kenya's dryland ecosystems and societies. The University of Nairobi is a research university with six colleges spanning veterinary sciences and engineering to humanities. The university is a leader in the study of Kenyan drylands. Through joint funding from the U.S. Agency for International Development (USAID), the partnership provides the framework for the creation of a Centre for Sustainable Dryland Ecosystems and Societies at the University of Nairobi. The center's work will focus on addressing critical issues of marginalized pastoral communities in Kenya's drylands by linking dryland research, higher education, and communities. Two grants that were awarded to CSU researchers by the National Science Foundation also benefit from the new IMOU. One is led by CSU researcher Randall Boone on wildlife migrations and landscape fragmentation with part of the funding directed toward graduate student fellowships at the University of Nairobi. The second grant, led by CSU researcher Gillian Bowser to create a Global Research Network on Women and Sustainability, is supporting women pastoral students. The formal IMOU builds on a long history of joint research and education between CSU and University of Nairobi and sets the stage for further partnership activities between the universities, particularly with CSU's College of Veterinary Medicine and Biomedical Sciences, College of Business, and Warner College of Natural Resources.

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

**A. CSU student team wins national championship in Meat Science Quiz Bowl**

Eight CSU students claimed the national title in the annual Meat Science Quiz Bowl June 17. To become national champions, the CSU group bested 29 other squads from 19 universities across the country during the American Meat Science Association's professional conference at North Dakota State University, the first time the CSU Meat Science Quiz Bowl team has earned a national championship in 11 years of competition. To win, the group beat a squad from the University of Nebraska in a 10th round of questioning with a live audience of industry leaders. The national Meat Science Quiz Bowl uses a "Jeopardy!" format, with answers signaled by buzzer.

**VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT**

**A. Colorado State University Support of High Park Fire Response Efforts**

In June, the High Park Fire began burning in the foothills west of Fort Collins. To aid firefighting efforts, Colorado State University offered logistical support, including allowing the incident command base camp to operate out of the Foothills Campus, sheltering hundreds of night-crew firefighters and National Guard members in campus residence halls, providing veterinary care for evacuated pets and livestock, and hosting the Larimer County Disaster

Recovery Center at Johnson Hall. The Pingree Park mountain campus was used as a spike camp for firefighters working on the western flank of the fire. The Colorado State Forest Service played a significant role in battling the fire, and deployed all available people and equipment to help fight the fire. CSU fire experts provided information to help educate the media and the general public, and faculty and staff in Human Development and Family Studies worked with the local 211 system to help provide crisis counseling services to fire victims. Among those who stepped up to volunteer wherever they could were our student athletes, cheerleaders, and members of ROTC. The University also created a donor fund, *CSUCares*, to provide emergency financial support to members of the CSU community who were victims of the fire. The fund generated more than \$30,000 in contributions from CSU students, faculty, staff, and alumni—all of which is being allocated to meet the immediate needs of people displaced or who have suffered significant losses in the fire.

**B. Colorado State University Veterinarians, Students Care for Displaced High Park Fire Animals at The Ranch**

Veterinarians and students from Colorado State University's Veterinary Teaching Hospital spent June at The Ranch in Loveland caring for several hundred animals displaced by the High Park Fire. The services provided were at no charge to the owners of the large animals – people who were forced to evacuate by the the large wildfire west of Fort Collins. Hundreds of animals -- including more than 150 horses and 150 alpacas -- were examined.

**C. Free CSU Webinar Helps People Understand Colorado Cottage Food Bill**

Colorado State University offered a free webinar July 11 on starting a home-based food processing business. Colorado lawmakers recently passed a new cottage foods bill that allows small batch food processing by home businesses but with very clear directions about the types of products, volume of sales, and education needed. The webinar was hosted by CSU Extension and the Department of Food Science and Human Nutrition in the College of Applied Human Sciences.

**E. Colorado State University Extension and the Natural Resources Conservation Service Host Free Water Education Webinar Series**

Colorado State University Extension, in partnership with the USDA Natural Resources Conservation Service, is hosting a free, online Water Education Webinar Series to help landowners understand contentious issues and provide ideas and recommendations to help ensure water security. The four-part, online series runs July 27-Aug. 23 and highlights water conservation practices that don't compromise crop production or livestock health. Topics include: the Colorado Doctrine and tips to ensure the protection of water rights; Colorado climate and drought trends now and in the future; water administration; urban versus agricultural use; water quality implications; and water-wise landscape solutions and recommended plant materials. The webinars are broadcast live and participants can interact and ask questions during the presentation. The sessions also will be recorded and viewable through online after the webinar.

**VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING, MARKETING**

**A. Gift Establishing Distinguished Veterans Fund at Colorado State University Latest Among Efforts to Support Veterans**

A \$250,000 gift given in May to Colorado State University by an alumnus and military veteran will support student veterans who have been injured while in service to the country. The New Start Repp Distinguished Veterans Fund was established by a gift from Dennis Repp, a California industrialist who is a veteran himself and a 50-year CSU alumnus. The fund will provide direct support, including adaptive devices if needed, for personal and educational use and guidance for 10 to 12 student veterans each year. The New Start Program at CSU has developed services and support for injured veterans who served our country in Operation Enduring Freedom, Operation Iraqi Freedom, and other military assignments around the globe. Located in CSU's nationally ranked Department of Occupational Therapy in the College of Applied Human Sciences, the New Start program builds on the Center for Community Partnership's nearly 30 years of nationally recognized outreach related to the design, implementation, and evaluation of campus- and community-based services. These services result in college graduation, employment, and positive community outcomes for people with complex needs resulting from brain injury, physical trauma, or other life-altering conditions. The program is proving to be highly successful in helping veterans with serious and life-impacting injuries to succeed in college, find employment, and re-enter civilian life with pride and a sense of accomplishment.

**B. Report on Private Support**

	June 2012		FY 2012		FY 2011	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$3,351,815	3,708	\$97,537,643	32,259	\$63,009,687	28,074
Irrevocable Planned Gifts	-	-	\$353,252	3	\$44,831	2
Revocable Gifts and Conditional Pledges	\$95,665	1	\$8,241,477	32	\$14,956,364	63
Payments to Commitments Prior to Period	(\$1,142,278)	704	(\$9,990,937)	1,040	(\$6,600,810)	829
<b>Total Philanthropic Support</b>	<b>\$2,305,201</b>	<b>3,052</b>	<b>\$96,141,436</b>	<b>31,574</b>	<b>\$71,410,071</b>	<b>27,563</b>
Private Research	\$711,956	17	\$15,426,615	148	\$13,731,196	137
<b>Net Private Support</b>	<b>\$3,017,157</b>	<b>3,069</b>	<b>\$111,568,051</b>	<b>31,690</b>	<b>\$85,141,267</b>	<b>27,677</b>



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

**Mr. Paul L. Schutt and Ms. Linda Schutt**

\$1,000,000 revocable commitment designated as \$500,000 to support *Naniboujou's Legacy for Saving Animals in Shelters Through Teaching/SAST*, and \$500,000 to support *Naniboujou's Research Legacy for Companion Animals and Wildlife*, College of Veterinary Medicine and Biomedical Sciences.

**Anonymous Donor**

\$500,000 pledge to support the *Moby Arena Renovation*, Department of Athletics.

**Loren J. Dilsaver Living Trust**

\$220,000 paid bequest to support *Dilsaver Family Support for Large Animals at the James L. Voss Veterinary Teaching Hospital*, College of Veterinary Medicine and Biomedical Sciences.

**Smokin Trona Syndicate, LLC**

\$150,000 gift in kind to support the *Animal Reproduction and Biotechnology Laboratory (ARBL)*, College of Veterinary Medicine and Biomedical Sciences.

**Orthopaedic Center of the Rockies**

\$125,000 gift of service in support of *Athletics*, Department of Athletics.

**Chevron Energy Technology Co.**

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

**ExxonMobil**

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

**Norman K. Jorgensen, D.V.M. and Mrs. Ann Marie Jorgensen**

\$100,000 pledge to support the *Ram Legacy Scholarship*, Department of Athletics.

**C. Colorado State Wins 2012 Circle of Excellence Award from CASE**

Colorado State University in June was selected as a winner in the 2012 Circle of Excellence Awards by the Council for the Advancement and Support of Education (CASE). The CASE program honors exemplary advancement programs and activities worldwide. CSU won gold in Media Relations and Projects, selected by a panel of independent judges. Over 2,800 entries were submitted in 40 categories.

**VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL**

**A. CSUCares Special Fund Established to Help Members of CSU Community Impacted by High Park Fire**

In response to the High Park Fire, CSU established a special fund — *CSUCares* — to accept donations to help provide emergency assistance to members of the CSU community who suffered losses as a result of the fire. Members of the CSU community contributed more than \$30,000 that was used to provide emergency cash grants to those who were displaced and suffered significant losses in the fire. While this fund is being used now to assist those impacted by the High Park Fire, it will remain in place to assist those in the CSU community who are impacted by future disasters.

#### **B. Colorado State University Names New Vice Provost for Faculty Affairs**

Daniel Bush, professor and chair of the Department of Biology in the College of Natural Sciences, has been named Vice Provost for Faculty Affairs at Colorado State. He began his new post July 1. Bush steps in for Tom Gorell, who has served with distinction as interim vice provost and vice provost for Faculty Affairs since February 2004. The Vice Provost for Faculty Affairs serves as a member of the President's Cabinet, reports to the Provost/Executive Vice President, and provides leadership and vision in support of the ongoing teaching, research, and outreach mission of CSU. Bush, who joined CSU in 2003, has played significant roles in several multidisciplinary, intercollegiate initiatives, including spearheading the creation of the Program in Physiological and Molecular Plant Biology and co-authoring its successful applications as a Program of Research and Scholarly Excellence. Bush earned a Ph.D. in Plant Biology from the University of California-Berkeley in 1984. Prior to joining CSU, he was director of the Program in Physiological and Molecular Plant Biology and professor in the Department of Plant Biology and plant biologist for USDA-ARS at the University of Illinois at Urbana-Champaign.

#### **B. Colorado State University Names New Honors Director**

Don Mykles, CSU professor and former associate dean of Natural Sciences, has been named the new director of the University Honors Program at Colorado State University. He began the position July 1. The director is the chief administrative officer of a program that has more than 1,400 students participating each semester in Honors courses and activities. The director reports to the Vice Provost for Undergraduate Affairs and is responsible for the program's curricula and instruction; students, student recruitment and admission to the program; budget, faculty and staff; and the residential learning community. Mykles steps in for Bob Keller, who served as director of the Honors Program for the last 13 years. Mykles, who joined the CSU community in 1985, is a faculty member in biology as well as the Molecular, Cellular and Integrative Neurosciences Program and the Cell and Molecular Biology Program. He also serves as a scholar in the School of Global Environmental Sustainability, or SoGES. He has served as interim chair and assistant chair in the Department of Biology and associate dean in the College of Natural Sciences.

#### **C. Dan Robinson Named Director of the School of Education**

Dan Robinson has been named the new director of the School of Education at Colorado State University and assumed his duties in early July. Robinson is joining the school from the University of Texas at Austin, where he was a professor of educational psychology for 13 years. Robinson's area of research interest is in optimizing learning in computer simulation

environments. His projects involve testing educational games and simulations to find out whether they lead to better student learning. At the University of Texas, Robinson also served as co-director of a post-doctoral research training fellowship program in special education which was funded by the Institute of Educational Sciences in the U.S. Department of Education. Robinson received his Ph.D. in education at the University of Nebraska, his master's in educational psychology at Arizona State University and a bachelor's in education at the University of Nebraska.

## **IX. RESOURCES AND SUPPORT: GUARANTEE FINANCIAL STABILITY**

### **A. Colorado State University Professors Win Grants to Excavate Ancient City in Mexico**

Colorado State University Professors Christopher Fisher and Stephen Leisz recently earned grants in excess of \$200,000 to excavate the newly documented ancient city of Angamuco, Michoacan, Mexico. Fisher and Leisz, associate and assistant professors of anthropology, received \$192,000 from the National Science Foundation and \$18,000 from the National Geographic Society for the project. The site of Angamuco is located in the Lake Patzcuaro Basin, the geopolitical core of the Purépecha (Tarascan) Empire at the time of European contact (A.D. 1520). Fisher and his team will begin excavation in the spring of 2013. One year ago, Fisher and Leisz used ground-breaking LiDAR (Light Detection and Ranging) technology to help map the city from the air.

## **X. RESOURCES AND SUPPORT: INCREASING AWARENESS**

### **A. Colorado State University Celebrates 150 Years of the Morrill Land-Grant Act**

Colorado State University is joining with institutions around the country this year to celebrate 150 years of the Morrill Land-Grant Act. The Morrill Act, signed by President Abraham Lincoln in July 1862, granted federal land to each state to subsidize colleges to educate people in agriculture, engineering, and home economics. The Act revolutionized higher education, creating broad access to a university education for people from all backgrounds and economic classes.



**Board of Governors Meeting  
Colorado State University**

**August 3, 2012**

**FOR REVIEW**



## **INTRODUCTION**

The following provides a status on the process to evaluate the feasibility of a new, on-campus multi-purpose facility (“Facility”) for Colorado State University (“CSU”).

In January 2012, Dr. Tony Frank appointed a Stadium Advisory Committee (“SAC”) comprised of fifteen (15) members from the campus community and the City of Fort Collins to evaluate the feasibility of the Facility that would be the new home of the CSU football program and other sports activities. Importantly, the Facility would also provide an array of new spaces that would be available for use by all sectors of CSU throughout the year. The on-campus location of the Facility would energize and engage the CSU campus and surrounding Fort Collins and Northern Colorado community.

During the past six (6) months, the SAC has gathered information, engaged constituents on the topic, and evaluated the information related to the feasibility of the Facility. The members of the SAC are:

- Co-Chairman – Jack Graham, CSU Director of Athletics
- Co-Chairman – Amy Parsons, CSU Vice President for University Operations
- Brett Anderson, CSU Vice President, Advancement
- Eric Berlinberg, ASCSU President
- Farrah Bustamante, CSU Staff Representative
- Todd Donovan, CSU Faculty, College of Business
- James Francis, CSU Faculty, Athletics Representative
- Mark Gill, Chief of Staff, CSU President’s Office
- Connie Hanrahan, Community Representative
- Blanche Hughes, CSU Vice President of Student Affairs
- Diane Jones, City of Fort Collins
- Stu MacMillan, Community Representative
- Tom Milligan, CSU Vice President of External Affairs
- Darshan Shah, CSU Alumni Association Board
- Jim Smith, Community Representative

During the SAC’s initial February 3 meeting and in order to proceed with the directive from Dr. Frank, the following four (4) subcommittees were created: Site Selection, Market Analysis and Funding Sources, Design and Best Practices, and Alumni, Campus and Public Engagement.

Pursuant to the SAC’s Request for Qualifications (“RFQ”) process, multiple vendors were identified and evaluated to assist in conducting the feasibility study for a Facility. From a pool of fifteen (15) candidates, ICON Venue Group (“ICON”) and Populous were chosen to lead the feasibility study and their services were activated on April 1, 2012. ICON and Populous engaged the following consultants to provide additional expertise in the areas of market analysis, financial modeling and projections, premium seating composition and pricing, traffic and parking assessment, stadium cost estimating, sound assessment, and electrical and light systems: Conventions, Sports & Leisure International (“CSL”) (see

below), Parsons Brinckerhoff, Rider Levett Bucknall (“RLB”), M-E Engineers, and Wright, Johnson, Haddon and Williams.

### **Overview of Lead Firms and Personnel retained by CSU**

#### **ICON Venue Group**

(ICON) is the leading Owner’s Representative firm in the sports and entertainment industry providing the full spectrum of venue development services including project feasibility, financing, site selection and acquisition, facility programming, design development, construction phase management, venue commissioning, sponsorship sales and servicing, and start up operations. ICON has worked with both public sector and private sector clients and has managed several of the most successful arena and stadium projects in the world. ICON Venue Group has demonstrated expertise in designing, constructing, commissioning, and operating projects for NFL, NBA, NHL, MLB, and MLS franchises totaling over \$4 billion.

#### **Tim Romani, President and CEO**



Tim Romani has been a leader in the sports facility development industry for over 20 years and is directly responsible for guiding and completing landmark stadium and arena projects for NBA, NHL, NFL, MLB, and MLS teams totaling more than \$4 billion.

Mr. Romani’s innovative and sophisticated approach to project management, particularly in the focus areas of Preconstruction and Project Controls has revolutionized the way sports projects are delivered. Establishing, communicating and managing cost and schedule mandates is the hallmark of how ICON Venue Group operates on behalf of its clients and sets ICON apart from all other firms.

Having served as Executive Director of the Illinois Sports Facilities Authority and the Denver Metropolitan Football District, Tim is a proven public sector executive skilled in guiding large, high profile projects through complex political landscapes. Comiskey Park and INVESCO Field are recognized as two of the most successful public and public/private ventures in modern era sports development. Tim also served as Vice Chancellor of Planning and Development for the University of Colorado in addition to his responsibilities with ICON. In that capacity, he was responsible for planning and constructing the new Anschutz Medical Campus in Aurora, Colorado, which involved three hospitals, a world-renowned medical research complex, and the entire University of Colorado Health Sciences Center campus totaling approximately \$2 billion and 4 million square feet.

### **Ray Baker, Partner, Gold Crown Management**



Ray Baker has been involved in the banking and real estate industry for the past 35 years. A Colorado native, he has played an active role in numerous real estate transactions throughout the metropolitan Denver region and the Western Slope of Colorado and partnered with ICON Venue Group for this project to bring large scale public development and funding expertise to the project team.

Mr. Baker, a current member of the Colorado Economic Recovery and Accountability Board and is also the Chairman and board member of the Denver Metropolitan Major League Baseball Stadium District. He was instrumental in the development of Coors Field and his efforts also secured the Colorado Rockies franchise to play there. In addition to ensuring that the stadium was built on time, he oversaw the timely refinancing of the stadium to enable Denver to pay off the bonds 10 years earlier than anticipated.

Following his work on Coors Field, Mr. Baker was appointed by the Colorado legislature as Chairman and board member of the Denver Metropolitan Football Stadium District, a title he currently holds, where he guided the INVESCO Field at Mile High development. His efforts were paramount in the site selection, design, development, and opening of the \$401 million, 76,125 seat stadium.

### **Populous**

*Populous* is a global design practice specializing in environments that draw people and communities together for unforgettable experiences. For more than a quarter century, Populous has planned and designed many of the most recognizable gathering places on the planet. In total, Populous has designed 1,000 projects worth \$20 billion. More than a billion people have experienced a Populous stadium, arena, convention center or event. Beyond building inspiring structures to connect people around shared passions, we build relationships that become part of the fabric and history of each community.

### **Scott Radevic, Senior Principal**



As a Senior Principal with Populous, Scott is a member of the company's Executive Group and the director of the firm's collegiate market. He specializes in servicing University and National Football League clients. He has extensive experience in all areas of sports facility strategic planning, design, budgeting and project management. Scott has led the collegiate group at Populous since 1998. He and the collegiate team have worked on more than 100 campuses, addressing all aspects of collegiate facility development.

His experience as an athlete at both the collegiate and professional levels gives him a unique perspective to sports facility design. As an energetic visionary, dynamic leader and articulate communicator he has led his team through unprecedented successes of projects nationwide.

### **Conventions, Sports, & Leisure International (CSL)**

Founded in 1988 by former partners, directors, and consultants with Coopers & Lybrand (now Pricewaterhouse Coopers), *Conventions, Sports, & Leisure International* (CSL) is a leading advisory and planning firm specializing in providing consulting services to the sports, entertainment, and leisure industries. Collectively, with over 150 years of specific sports and convention industry consulting experience, members of the firm have completed over 1,000 engagements. CSL firm has assisted over 60 Division I collegiate athletic programs in understanding various market and financial issues surrounding athletic facility developments, including similar football stadium projects for schools such as Arizona State, Baylor, Cincinnati, Colorado, Iowa, Iowa State, Michigan, Minnesota, Mississippi State, Missouri, North Carolina, Northwestern, Notre Dame, Oregon, Oregon State, Penn State, Purdue, Rutgers, South Carolina, Texas A&M, Texas Tech, Washington, Washington State, and West Virginia, among numerous others.

### **Bill Rhoda, Principal**



Based in CSL's Plano office, Bill is a Principal with CSL International and CSL Marketing Group. Bill's experience in the sports industry includes managing assignments focusing on all primary marketing and financial issues on more than 500 previous projects over the past 18 years. Bill's experience over the past decade includes leading all sports consulting efforts on behalf of CSL International with a staff of 18 professionals in Dallas and Minneapolis. His clients have ranged from professional sports teams such as the Dallas Cowboys, Orlando Magic, Seattle Seahawks, New York Mets and Phoenix Coyotes to municipalities including the City of Las Vegas, City of Tulsa, Nassau County (N.Y.) and Collin County (Texas) to Universities such as Oregon, Michigan, Texas Christina University, and Texas A&M. Bill's recent marketing and sales experience includes the planning and execution of the sales campaigns for the New York Yankees, New York Giants and New Meadowlands Stadium. Routinely asked to speak at various industry conferences regarding marketing issues such as contractually obligated income generation, sponsorships, naming rights and premium seating, Bill was honored in 2010 as recipient of Sports Business Journal's "Forty Under 40." A native of Dallas, Texas, Bill is a graduate of the University of Tulsa, where he earned a Bachelor of Science in Business Administration and played on the varsity soccer team.

### **Feasibility Process to Date**

The feasibility work has involved a direct collaboration with the SAC and each of its four (4) subcommittees (Site Selection, Design and Best Practices, Market Analysis and Funding Sources, and Alumni, Campus and Public Engagement).

*Site Selection* – ICON and Populous spearheaded an effort to identify and evaluate a total of six (6) potential sites on campus. Each site was analyzed across a long list of physical and contextual parameters to make sure that a multipurpose stadium would fit and orient itself on the site in a manner that would be complementary with the existing campus and



compatible with CSU's future master plan. We also quantified any budget or schedule related parameters such as infrastructure required to activate the site or demolition and replacement of existing buildings. As a result of that site analysis, ICON and Populous forwarded a recommendation of the optimal site alternative which is depicted on the attached site plan.

*Design and Best Practices* – Populous conducted an extensive visioning process engaging a comprehensive collection of stakeholders from within CSU and the broader Ft. Collins community. Numerous narratives spawned from that process that describe a unique set of attributes and aspirations for the initial concept design and will inform the future development of the design for the venue. At the same time, ICON and Populous generated a Program for the project detailing the components, scale and adjacency requirements. Collectively, the Vision and Program Documents along with floor plans, cross sections, elevations and artist renderings as developed by Populous, were provided to ICON and RLB, our cost estimator, to develop a preliminary construction cost model. RLB is a world-renowned quantity surveyor firm with extensive stadium specific experience and expertise. Both ICON and Populous has worked with RLB on numerous stadium estimating projects and have a very high degree of confidence in their work.

*Market Analysis and Funding Sources* – The subcommittee, led by CSU Development leadership, collaborated closely with ICON to simultaneously assess and quantify both potential donor funding and stadium revenue potential. Donor support is currently estimated to produce between \$45M and \$220M in funding for this project. A very detailed analysis of potential donors and giving levels provides a road-map for the development staff's efforts.

To quantify the prospective stadium revenues associated with sponsor and premium ticket inventory, CSL conducted an extensive market research survey. The data from this survey was used to create a revenue model which allows for varying assumptions to evaluate ranges of net annual proceeds. The first pass of this model yielded net proceeds of between \$11M and \$18M annually. A team of financial staff and independent reviewers, in addition to ICON and CSL, continue to pressure-test this model and will produce three (3) scenarios: a low, base and high case. The model does not include general ticket sales and ancillary concession and parking income which would be tapped to cover typical annual operating needs for the overall CSU athletic program. These annual stadium revenues provide the basis from which financing strategies can be developed and evaluated. A summary slide of all potential funding sources from this first analysis is attached.

*Alumni, Campus and Public Engagement* – An exhaustive outreach effort was conducted by the subcommittee and supported by the CSU Center for Public Deliberation and student leadership to fully solicit and gauge sentiment among the CSU community and broader stakeholders. Thousands of emails and on line survey responses have been collected and reviewed. All of the Stadium Advisory Committee meetings were held in open public forum to facilitate public awareness and transfer information. In fact, a May 13 *Denver Post* editorial acknowledged the comprehensive nature and scope of the engagement and stated:

*“We should note that CSU has bent over backward to be transparent about its efforts and intentions. The school has a website specifically dedicated to the potential stadium that is chock full of information. Other governments proposing controversial projects would do well to emulate it.”*



Targeted neighborhood meetings will be held on July 26 and July 30 in Fort Collins to offer direct interface with the most proximate stakeholders and exchange critical information relating to important traffic, parking, noise and similar impacts and mitigation measures.

### **Commercial Components**

The CSL market study identified a broad range of typical and creative revenue elements in and around a proposed on-campus multipurpose stadium. Sponsor opportunities including naming rights related to the stadium, field, plazas, entrances, spectator gathering zones, premium levels, and other assets were evaluated both for annual and one time revenue streams. Similarly, premium seating packages such as suites, club seats, loge boxes, priority seats and accompanying lounges and other amenities were also analyzed and quantified. Regular game day revenues such as general ticket sales, concessions, parking, facility development fee, merchandise, etc. were evaluated as were revenues derived from the many other uses for the facility.

Because of the financial importance of the results, our testing of the assumptions for premium seating is an ongoing process developed from the CSL Market Study and expert input from ICON and Populous in collaboration with CSU. Since the May 30 SAC meeting and presentation of the attached outline of total project funding sources, we have revised the stadium program and it currently includes 22 suites of varying sizes and capacities, 40 loge boxes, 896 club seats and 8,000 priority seats. We will update the attached outline of total project funding sources once we conclude our analysis of the premium seating components. The total capacity for the stadium is currently programmed at 44,380 including a plaza at the north end accommodating 4,300 standing room fans as well as a fun gathering place for a myriad of other campus functions.

### **Site Plan**

Attached is the Phase 1 Site Plan developed by Populous. The multipurpose stadium would be sited along the south edge of the campus between Lake and Pitken. The stadium would have a preferred north – south orientation with a traditional horse shoe configuration. The venue would be centered on Meridian with its open end facing north creating a welcoming embrace to the campus. An Alumni Welcome Center would engage with the stadium at the southeast corner and potentially become an integrated element. A parking garage would be constructed to the west of the stadium replacing the 1,500 spaces displaced by the stadium footprint. Also, some of the PERC facilities would be relocated and others improved as part of the stadium project. Finally, an inviting plaza would be incorporated to the north that would engage the existing campus context and provide graceful connectivity for students, faculty, administrators and visitors to interact with the new venue with a proper sense of scale and intimacy.



## **Project Budget**

ICON prepared a comprehensive Project Budget incorporating the construction cost analysis prepared by RLB. The central cost metric coming from the RLB estimate was the conclusion that a stadium of the type and scale illustrated in the Populous Conceptual Design would cost in the range of \$250 per square foot. The current program for the stadium describing all components targets a venue of 640,000 square feet resulting in a construction cost equal to \$160M. The other project costs including start up expenses, sales and marketing, site development, design and professional services, systems and equipment, legal and governmental, testing and fees, insurance and contingency bring the total stadium project budget to \$228M. A detailed cost assessment of the off-site utility and roadway improvements needed to enable to the proper access and use of the venue total an additional \$15.5M and \$2.5M, respectively. The total project cost for all three (3) components equals \$246M.

Costs to relocate the PERC facilities and build the Alumni Welcome Center and parking garage are not included in the above total project cost total. These components will require an independent budget and funding sources. The original estimate for these components is \$51M, but additional definition and cost estimates are required.

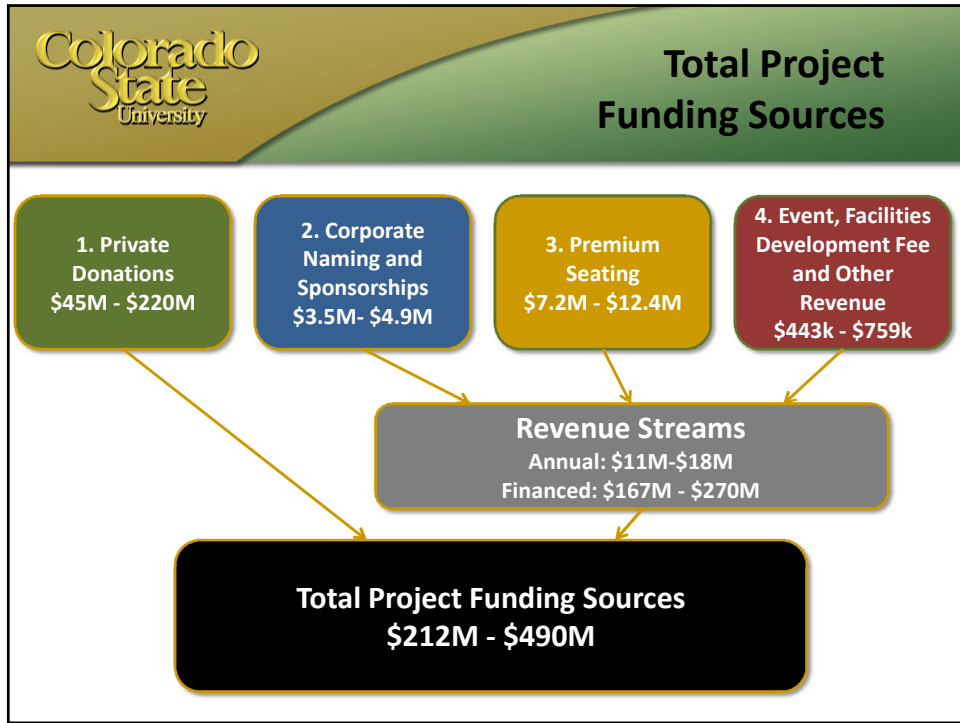
For quick reference, attached is a summary level budget showing each of the major project components.

## **Next Steps**

ICON and Populous began the feasibility phase on April 1 and have completed an enormous body of work in a short period of time. On July 31, Dr. Frank will conduct a public forum regarding the feasibility of the Facility. This open forum will be conducted at the Lory Student Center on the CSU campus. The SAC, co-chaired by Amy Parsons and Jack Graham, will prepare a final feasibility report to present to Dr. Frank at the final SAC meeting on August 9.

ICON, Populous and CSL will be concluding a number of important components to the feasibility study and supporting some final subcommittee activities over the remaining weeks of the feasibility phase.






**Colorado State University**

### Overall Project Budget

Description	Baseline Stadium Budget	Offsite Utilities	Street and Intersection Improvements
Stadium Construction / Furniture, Systems and Equipment	\$160,592,000	\$13,500,000	\$1,900,000
Furniture, Systems and Equipment	\$20,600,000	-	-
Start Up Costs / Collateral Development / Site Development	\$2,600,000	\$300,000	\$150,000
Professional Services	\$20,427,602	\$360,212	\$209,765
Other - Permits, Testing, Insurance, Financing	\$13,041,654	\$577,125	\$81,225
Contingency	\$10,863,063	\$736,867	\$117,049
<b>TOTAL PROJECT BUDGET</b>	<b>\$228,124,319</b>	<b>\$15,474,204</b>	<b>\$2,458,039</b>



# Section

7

## Committee Reports

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# Section 8

## Consent Agenda

### A. Colorado State University System

- Approval of June 21, 2012 Board Retreat Minutes
- Approval of June 22, 2012 Audit Committee Meeting Minutes
- Approval of June 22, 2012 Evaluation Committee Meeting Minutes
- Approval of June 22, 2012 Board of Governors Meeting Minutes
- Personnel Powers Delegated to Presidents Expanded

### B. CSU-Fort Collins

- Nondelegable Personnel Actions
- New Degree Program: B.A. in Dance – Department of Music, Theatre and Dance – College of Liberal Arts
- New Degree Program: B.A. in Theatre – Department of Music, Theatre and Dance – College of Liberal Arts
- New Degree Program: B.S. in Ecosystem Science and Sustainability – Department of Ecosystem Science and Sustainability – Warner College of Natural Resources
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: University Code, Section C.2.3.2. – Graduate School
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section E.5.3 – Guidelines on Teaching and Advising Responsibility
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section G.1 – Study Privileges
- 2011-12 Academic Faculty and Administrative Professional Manual Revisions: Section I – Academic and Legal Matters
- Student Conduct
- Emeritus Rank Designations
- Revisions to Sabbatical Leave for 2012-2013

### C. CSU-Pueblo

- Faculty Handbook Amendment – Academic Freedom
- Faculty Handbook Amendment – Retired Faculty Privileges
- Faculty Handbook Amendment – Grievance and Mediation Policy
- Emeritus Rank Designations
- Program Review Schedule

### D. CSU-Global

- New Degree Program: Bachelor of Science in Marketing
- New Degree Program: Bachelor of Science in Project Management
- New Degree Program: Bachelor of Science in Human Services
- New Degree Program: Master of Finance
- New Degree Program: Master of International Management
- New Degree Program: Master of Project Management
- Approval of Degree Candidates

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
MINUTES OF THE BOARD RETREAT  
Inverness Hotel & Conference Center, Denver  
June 21, 2012**

**CALL TO ORDER**

Board Chair Zimlich called the Board Retreat to order at 9:07 a.m.

**ROLL**

**Governors present:** Joseph Zimlich, Chair; Dorothy Horrell, Vice Chair; Ed Haselden, Secretary; Dennis Flores; Russell Johnson; Scott Johnson; Mary Lou Makepeace; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

**Administrators present:** Lesley Di Mare, President, CSU-Pueblo; Tony Frank, President, CSU-Fort Collins; Becky Takeda-Tinker, President, CSU-Global Campus; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

**Board of Governors Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

**System Staff present:** Adam Fedrid; Allen Sneesby.

**Guests:** Michael Martin, Chancellor-Elect; Lt. Governor Joseph Garcia, Executive Director, Colorado Department of Higher Education; Dr. Matt Gianneschi, Deputy Executive Director, Colorado Department of Higher Education.

Chair Zimlich explained how the topic for the retreat, "CSUS 2020," was conceived through discussions at the June 2011 and February 2012 Board Retreats. He reported Chancellor-Elect Martin and the three Presidents will follow up by revisiting the CSUS Strategic Plan and integrating the System Plan with the individual campus strategic plans, laying the groundwork for discussions at the February 2013 Board Retreat.

Chair Zimlich reviewed the agenda and the logistics for the day. During the morning session, each of the three Presidents and the Chancellor-Elect will present their visions for the future.

**CSUS 2020**

President Tony Frank, CSU-Fort Collins, provided an overview of the role of CSU as the state's land grant institution; the decline in state support since 2008; and positive trends. He explained the biggest threat to CSU was defunding and countered with opportunities to ensure the university's continuing success. President Frank addressed funding challenges by examining models of increasing enrollment and/or tuition for resident and non-resident students and related increased expenses. He outlined marketing strategies and market share along with return on investment. Looking to the year 2020, President Frank described the challenges and possible changes in public research universities such as



contraction of the education sector and competition. He noted the factors that will help CSU continue to be in a good market position are to provide high quality education with exceptional faculty and a good leadership team.

President Lesley Di Mare, CSU-Pueblo, outlined her 2012-15 action plan through actions to be taken in the areas of administration, finances, academics, information technology, enrollment, student affairs, fundraising and athletics. She highlighted achievements at CSU-Pueblo such as in the Honors Program and the Music department. President Di Mare described her 2015-2020 vision for the CSU-Pueblo campus, CSU System, and educational models including collaboration with CSU-Global Campus for online instruction.

President Becky Takeda-Tinker, CSU-Global Campus, provided an overview of the expanding market of online learning during the next two years and outlined goals for the next three years to be a leader in online learning. She examined the vision for 2020 by looking at competition; diversity in accreditation; and the growing acceptance of online learning. President Takeda-Tinker described how CSU-Global Campus plans to be a major force in the nontraditional section through expansion and enhancement to become fully global. She commented on the added value CSU-Global Campus will provide to the CSU System by being a recognized leader in a niche market.

Discussion followed on the differences between classroom and online courses in terms of meeting individual needs, interactions and limitations; collaboration between the campuses; hybrid models and opportunities for distance education; and expanding the current CSU-Global Campus model to broader and additional markets. President Takeda-Tinker explained that CSU-Global Campus is already developing other markets; providing training for corporations; working on remediation; and making good progress with community colleges. Governor Brown explained that big companies are beginning to understand the relevance and quality of online learning.

Dr. Michael Martin, CSUS Chancellor-Elect, commented on how the parts of the System are complimentary and considers the System to be in relatively good shape. He indicated that he has been contemplating on what parts to build, the politics and fiscal challenges. Dr. Martin commented on the challenges in recharging faculty as the leadership transition takes place and the challenges with replacing faculty with fewer core tenure track positions. There is flexibility that could be explored such as with shared faculty arrangements between universities. He commented on how the faculty is paramount to the success of the System.

Dr. Martin commented on student issues with a more heterogeneous population; ways to segment the markets through hybridization; and the bridges that can be built within and out of the state. He shared ideas on ways to expand the CSU System within the context of the individual campuses and how to grow benefits of the System without destroying the separate campus identities. He noted that the CSU campuses are being led by three exceptional individuals with varied skills.

Dr. Martin remarked on the Board's governance role that includes defining values and policies which the CSU System administration supplements with strategies and tactics. The Board also opens doors to the community, donors, partners and corporate supports.

Chair Zimlich summarized that the "CSUS 2020" morning session as having presented numerous ideas for innovations and possibilities for the future to be explored individually and through collaboration of the three institutions. The Board recessed at 12:23 p.m. for a lunch break and reconvened at 12:45 p.m.

## **Colorado Commission on High Education Master Plan**

President Frank provided a background summary on Senate Bill 1152 that directs the Colorado Department of Higher Education and the Colorado Commission on Higher Education (CCHE) to develop a new Master Plan by September 2012. Following review and discussion of specific metrics and the plan to develop a written response, Chair Zimlich reported that Chancellor Emeritus Joseph Blake would be attending the June 28<sup>th</sup> CCHE Summit to represent the CSUS Board and staff. President Di Mare was also scheduled to attend.

Rich Schweigert, CSUS Chief Financial Officer, introduced Dr. Matt Gianneschi, Deputy Director, Colorado Department of Higher Education, who joined the meeting at 1:31 p.m. Dr. Gianneschi provided a summary on how the CCHE Master Plan performance goals and metrics evolved and the need to balance growth while recognizing existing excellence. He began reviewing the Master Plan's specific goals and metrics.

Lt. Governor Joseph Garcia joined the meeting at 2:06 p.m. and explained the importance of gaining input from governing boards to achieve agreement on the statewide Master Plan issues and to put into place processes as required by statute. Lt. Governor Garcia and Dr. Gianneschi continued to discuss with the Board a review of the CCHE Master Plan. Governor Horrell pointed out that metric 4.1 reduces autonomy of individual boards and the need for more flexibility.

Lt. Governor Garcia and Dr. Gianneschi reviewed the performance metrics for the CCHE and explained the need to make the performance contracts meaningful to the state higher education institutions in order to provide better data to policy makers. President Frank thanked Lt. Governor Garcia and Dr. Gianneschi for continuing to work with the institutions and their CEOs. Chair Zimlich explained that, due to prior commitments of Board members, Chancellor Emeritus Joseph Blake would be attending the June 28<sup>th</sup> summit as the CSUS Board's representative. Lt. Governor Garcia asked that any follow up comments be submitted in writing as soon as possible in order to move forward quickly with the performance contracts. Chair Zimlich thanked Lt. Governor Garcia and Dr. Gianneschi for meeting with the Board.

The Board recessed for a break at 3:05 p.m. and reconvened at 3:21 p.m. Chair Zimlich asked for any further comments on the Master Plan. He asked that President Frank and Mr. Schweigert confer with Dr. Martin and to draft language to send to the CCHE on behalf of the Board prior to the June 28<sup>th</sup> CCHE Board Summit.

## **Committee Structure**

Chair Zimlich recounted that the decision was made at the February 2012 Board Retreat to change the committee structures to combine the Academic Affairs and Student Affairs committees and to combine the Audit and Finance committees. He opened the discussion on whether to hold the committee meetings concurrently or consecutively and pointed out the complexities and challenges, particularly for Board committee attendance and staffing, if the meetings are held concurrently.

Governor Makepeace commented on the redundancy that occurs if the meetings are held separately, but noted, conversely, items such as the budget cannot be handled as expeditiously if Board members are not able to attend all committee meetings. Governor Horrell explained how the Academic Affairs Committee had been meeting on a separate day in order to have substantive discussions to address items that need to be changed and may need a longer block of time. She asked that the Board's evening function be held on the committee meeting day in order to reduce the time requirement for Board members and suggested

that, in lieu of an evening function with faculty or students, a breakfast be held on the regular Board meeting day.

**Motion:** Governor Makepeace made the motion to hold the meetings consecutively and Governor S. Johnson seconded the motion. Chair Zimlich clarified that the motion was for all committee meetings, including Academic and Student Affairs, and the regular Board meetings continue to be held on two full days; the required Board dinner would be on the committee meetings day; an optional Board dinner would be held on the evening before the committee meetings day; and there would be a more structured time to meeting with faculty and students. He noted the biggest variable could be the Evaluation Committee meeting that may require considerably more time. **Action:** Chair Zimlich called for the vote and the motion was carried unanimously.

### **Board of Governors Calendar**

Chair Zimlich reported that a summary calendar for Board actions for Fiscal Year 2012-13 was provided in the retreat materials and asked the CSUS leadership to review the timelines. President Frank suggested that student enrollment/diversity, listed in August, be moved to October and replaced in August with Athletics. He explained how different approaches on presentations and materials contained in the Board meeting books have been utilized in the past and that the presentations were most effective with focused discussions.

Governor Makepeace suggested addressing national-level questions. Governor Horrell suggested balancing presentations for educational purposes versus the work of the Board in developing vision and strategy. She added that campus tours add value and keep the Board informed. President Di Mare suggested that faculty and/or students could make presentations on research or community projects.

Chair Zimlich indicated that the calendar would be kept as a general plan for the coming year and the list can be revisited. After the new Chancellor begins his duties in August, discussions can be held on tie-in of the calendar with the strategic plan.

With no further retreat agenda items to address, the meeting adjourned at 4:08 p.m.

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM**  
**Minutes of the Audit Committee Meeting**  
**Inverness Hotel & Conference Center, Denver**  
**June 22, 2012**

**CALL TO ORDER**

Committee Chair Scott Johnson called the meeting to order at 9:04 a.m.

**ROLL**

**Committee members:** Scott Johnson, Committee Chair; Mary Lou Makepeace; Allison Horn, CSUS Director of Internal Audit, assigned staff.

**Governors present:** Joseph Zimlich, Board Chair; Dennis Flores; Russell Johnson; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

**Governors excused:** Dorothy Horrell, Vice Chair; Ed Haselden, Secretary.

Note: The Board met as a Committee of the Whole.

**Administrators present:** Lesley Di Mare, President, CSU-Pueblo; Tony Frank, President, CSU-Fort Collins; Becky Takeda-Tinker, President, CSU-Global Campus; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

**Board of Governors Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

**System Staff present:** Adam Fedrid; Allen Sneesby.

**Guests:** Michael Martin, Chancellor-Elect; Kyle Henley, Director of Denver Public Relations, CSU-Fort Collins.

Committee Chair S. Johnson reported that BKD will conduct an external audit of the CSU System and the external auditor would be at the August meeting to address any questions prior to the completion of the audit. He commented that Allison Horn, CSUS Director of Internal Audit, will be addressing filling an auditing position at CSU-Pueblo and a new auditor position at CSU-Fort Collins.

Ms. Horn provided an update on the current FY 2011-12 Audit Plan and noted there would be several items that would be carried forward in the proposed FY 2012-13 Audit Plan. There were no red flag issues; management has agreed with recommendations; and target implementations have been set.

Ms. Horn reported there are six overdue recommendations, with two at CSU-Pueblo and four at CSU-Fort Collins. The CSU-Pueblo Accounts Receivable audit is up-to-date on implementation with action implemented on 33 of the 35 recommendations. Ms. Horn noted that she is still reporting to the State Controller on the progress of the Accounts Receivable audit and commended CSU-Pueblo for doing an

outstanding job in addressing the recommendations in a vigorous manner. On the past due ASCSU recommendation, Ms. Horn reported she spoke with Governor Martel, the ASCSU President, who has signed off on the paperwork which is now in transit to the Internal Audit Department.

Ms. Horn reported the George Currie, the auditor at CSU-Pueblo, has given his notice with July 20<sup>th</sup> as his last day of employment. Ms. Horn and President Di Mare acknowledged the outstanding work Mr. Currie has done for CSU-Pueblo.

Ms. Horn reviewed the audits to be carried forward in proposed FY 2012-13 Audit Plan. She explained the reasons, requirements and risk factors in determining the new audits to be conducted at CSU-Fort Collins in the proposed plan. Time has been allocated for special projects at all locations and to conduct an Internal Audit self-assessment. Ms. Horn explained the process undergone to determine the audits to be conducted at CSU-Pueblo and the plans to revisit audit plans for CSU-Global Campus, which has not been included during the past year. At the request of Governor Makepeace, Ms. Horn reviewed the Internal Audit staff by locale, responsibilities and plans for future assignments, including continuous monitoring.

Governor Flores inquired if Audit areas were identified for the CSU System as well as by campus. Ms. Horn responded that there has been system-level auditing performed in the past in areas such as debt management, real estate, and hazardous materials handling. She noted the System is a consideration in determining audits, but that the riskiest functions are generally at the institutional level. Governor Flores asked specifically about risk management. Ms. Horn explained that a risk management audit was considered for the upcoming year but, since risk management functions are evolving at the campuses, the decision was made to postpone such an audit until next year. President Frank added that recommendations for change will probably be made during the next year, and noted that Governor Flores' expertise would be helpful.

President Takeda-Tinker thanked Governor Flores for his assistance with the CSU-Global Campus state insurance review. She reported that CSU-Global Campus received cyber coverage.

Board Chair Zimlich outlined factors mentioned in determining audits: risk analysis; compliance with outside requirements; time since last audit; tip line reporting; staffing changes; and management concerns. Ms. Horn added that, along with time since last audit, the significance of findings since the last audit is considered. Other factors are resources at risk, such as people or finances; assessment of the complexity of operations; public perception or visibility; and position in organization relative to fallout and controls.

**Motion/Action:** Governor Makepeace moved to approve the Fiscal Year 2012-13 Audit Plan. Governor R. Johnson seconded and the motion was unanimously carried.

Committee Chair S. Johnson asked Ms. Horn to address the new position for the Internal Audit Department. Ms. Horn explained that the new audit plan included the supposition of a new position in order to complete the audits outlined. The new position would also ensure timely response for CSU-Global Campus and CSU-Pueblo; to provide the ability to conduct monitoring for outlying transactions or activities; and to assist with implementing the reporting hotline at CSU-Pueblo.

Governor Makepeace inquired as to whether the new position was included in the budget. Board Chair Zimlich explained that, when the June Finance Committee meeting was cancelled, discussion of the CSU System budget was not included as an agenda item, but would be approved on the Consent Agenda. He explained that the primary differences in the Fiscal Year 2012-13 CSU-System budget from the current fiscal year are the new internal auditor position; 3% salary raises; training; changes in the Office of the

General Counsel; and expenses for the new Chancellor and Emeritus Chancellor. By the October meeting, the new Chancellor and Rich Schweigert, CSUS CFO, will develop a plan to present to the Board on financing the CSU-Pueblo deficit and the additional CSUS funding. Resources are currently available to fund the CSU System through October.

Governor Weinberger asked for clarification on the hotline. Ms. Horn explained how instructions for the hotline can be found on the website. The Director of Policy and Compliance manages the website and ensures that Internal Audit and the Office of General Counsel are informed. To ensure appropriate responses are made, the triage efforts include the CSU Police. Ms. Horn explained the various ways the hotline is promoted including through payroll stubs. The plan is to extend the hotline for CSU-Pueblo and CSU-Global Campus and is a joint effort. The Board will be notified when the hotline becomes available for CSU-Pueblo and CSU-Global Campus.

**Motion/Action:** Governor Makepeace made the motion to make the hotline resources expeditiously available for the CSU-Pueblo and CSU-Global Campus campuses. Governor R. Johnson seconded and the motion carried unanimously. General Counsel Nosler confirmed that, as a matter of process, the meeting is composed of the Membership of the Whole who voted so therefore another vote would not be necessary during the regular Board meeting, and the action would be reflected in the meeting minutes.

Committee Chair S. Johnson thanked Governor Flores for raising the risk management issues. With no further business to conduct, the Audit Committee adjourned at 9:51 a.m.

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM**  
**Minutes of the Evaluation Committee Meeting**  
**Inverness Hotel & Conference Center, Denver**  
**June 22, 2012**

**CALL TO ORDER**

Committee Chair Mary Lou Makepeace called the meeting to order at 9:52 a.m.

**ROLL**

**Committee members present:** Mary Lou Makepeace, Committee Chair; Joseph Zimlich, Board Chair; Dennis Flores; Russell Johnson; Scott Johnson.

**Governors present:** Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

**Governors excused:** Dorothy Horrell, Vice Chair; Ed Haselden, Secretary.

**Administrators present:** Lesley Di Mare, President, CSU-Pueblo; Tony Frank, President, CSU-Fort Collins; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Audit; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

**Board of Governors Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

**System Staff present:** Adam Fedrid; Allen Sneesby.

**Guests:** Michael Martin, Chancellor-Elect; Kyle Henley, Director of Denver Public Relations, CSU-Fort Collins.

Committee Chair Makepeace explained that the voting Board members are responsible for the evaluation of Board Appointees. Since the new Chancellor has not yet started, the Board will be completing the evaluations on the Presidents this year. The evaluation policies approved in December 2011 were included in the Board book. The evaluation process is currently in the self-evaluation phase with the self-evaluations due by July 1<sup>st</sup>. The voting members will receive a completed package for review in July. During the August meeting, input will be received from the Board and meetings will be held with the Appointees and Presidents.

Board Chair Zimlich clarified that the timeline was the self-evaluations were due within the next week and Committee Chair Makepeace would distribute through the Board Office the evaluation packets to the Board within 10 working dates after receipt of the self-evaluations for feedback. Board Chair Zimlich confirmed with General Counsel Nosler that the information on personnel evaluations is not subject to CORA.

With no further business to conduct, the Evaluation Committee meeting adjourned at 9:56 a.m.

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM**  
**Minutes of the Board of Governors Meeting**  
**Inverness Hotel & Conference Center, Denver**  
**June 22, 2012**

**CALL TO ORDER**

Chair Joseph Zimlich called the meeting to order at 9:57 a.m.

**ROLL**

**Governors present:** Joseph Zimlich, Chair; Dennis Flores; Russell Johnson; Scott Johnson; Mary Lou Makepeace; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

**Governors excused:** Dorothy Horrell, Vice Chair; Ed Haselden, Secretary.

**Administrators present:** Lesley Di Mare, President, CSU-Pueblo; Tony Frank, President, CSU-Fort Collins; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Audit; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

**Board of Governors Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

**System Staff present:** Adam Fedrid; Allen Sneesby.

**Guests:** Michael Martin, Chancellor-Elect; Kyle Henley, Director of Denver Public Relations, CSU-Fort Collins.

Chair Zimlich noted that, due to the meeting starting earlier than indicated on the agenda, the public comment would be held at 11:00 a.m. He recognized the new Board members attending their first meeting: Frank Zizza, CSU-Pueblo Faculty Representative; Richard Weinberger, CSU-Global Campus Faculty Representative; and Kandi Brown, CSU-Global Campus Student Representative. He welcomed Logan Gogarty, CSU-Pueblo Student Representative, and Regina Martel, CSU-Fort Collins Student Representative, who were introduced at the May meeting and were now attending their first meeting as official Board members. Chair Zimlich acknowledged Carole Makela who is serving a second term as the CSU-Fort Collins Faculty Representative. He asked General Counsel Nosler to swear into office the new Board members. General Counsel Nosler read the Oath of Office and the new members affirmed their assent.

General Counsel Nosler read the Board meeting into Executive Session that began at 10:14 a.m. The Executive Session convened in attorney-client privileged discussions at 10:56 a.m. The Board meeting reconvened in Public Session at 11:03 a.m.

**Public Comment**

Chair Zimlich asked if there was any public comment, of which there was none.



## **Board Chair's Agenda**

Chair Zimlich reviewed the meeting agenda and explained for the new Board members the section placeholders in the meeting book. He reported that the change in meeting venue was due to the High Park Fire and thanked the CSUS staff for the meeting arrangements.

Chair Zimlich recapped the Board Retreat that began with "CSUS 2020" which consisted of the sharing of information and projections of what the CSU System and the campuses will look like in the future. The discussion included the challenges for continuing success and the opportunities to achieve success.

Chair Zimlich reported that the Retreat included discussion of the Colorado Commission on Higher Education (CCHE) Master Plan. Dr. Matt Gianneschi, Deputy Executive Director, Colorado Department of Higher Education, joined the meeting to review the CCHE Master Plan. Lt. Governor Joseph Garcia, Executive Director, Colorado Department of Higher Education, later joined the meeting for the discussion. Following the departure of Dr. Gianneschi and Lt. Governor Garcia, the Board discussed a suggested language revision in the CCHE Master Plan that will be submitted to the CCHE. Chair Zimlich asked that any concerns relative to the suggested change be directed to President Frank.

Chair Zimlich explained that there was discussion and action was taken at the Board Retreat to approve continuing to hold the committee meetings consecutively. He reported that the proposed revised Bylaws were circulated to the Board for comments and included statutory updates, primarily with the changes for CSU-Global Campus; combining of the committees; and miscellaneous housekeeping revisions.

**Motion/Action:** Governor R. Johnson moved to approve the resolution adopting the revised Bylaws. Governor Makepeace seconded the motion and, with no further discussion, the motion was unanimously carried.

Chair Zimlich reported the new committee structure will be incorporated into the August meeting and new committee assignments will be presented at that time by the Chair. He reported that the following Board members agreed to serve as committee chairs: Governor Haselden, Audit and Finance Committee; Governor Horrell, Academic and Student Affairs Committee; and Governor S. Johnson, Real Estate/Facilities Committee. Chair Zimlich noted that the faculty and student representatives will be assigned to the Academic and Student Affairs Committees and can also request additional committee assignments. All Board members were asked to contact Sheila Trice Bell, Executive Secretary to the Board of Governors, with their committee interests and efforts will be made to accommodate those requests.

Chair Zimlich explained that the Board annually approves a two-year meeting schedule. A revised FY 2012-13 meeting schedule with one change and a proposed FY 2013-14 meeting schedule were circulated. Chair Zimlich explained that the change in the FY 2012-13 meeting schedule was to combine the February Retreat and February Board and Committee meetings into one three-day period.

**Motion/Action:** Governor S. Johnson moved to approve the two-year meeting schedule. Governor Flores seconded and the motion carried unanimously.

Chair Zimlich reported that Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins, will be filling in as Acting Chief Academic Officer until Dr. Michael Martin, the Chancellor-Elect, completes his assessment. This action was discussed with Governor Horrell and the three campus presidents. Dr. Miranda will represent the CSU System for the CCHE. Chair Zimlich informed the Board that Dr. Martin will arrive in mid-August to assume the Chancellorship.

## **Chancellor's Report**

Chair Zimlich noted that there was no Chancellor Report included in the Board meeting book and asked Dr. Martin for any comments. Dr. Martin thanked everyone for the information and conversation shared at the Retreat. He expressed his appreciation for the warm reception, the opportunity to serve as Chancellor, and for all the assistance received during this time of transition.

## **Presidents' Reports and Campus Updates**

Becky Takeda-Tinker, President, CSU-Global Campus, reported, as of June 30, 2012, 1074 students will have graduated from CSU-Global Campus of which 646 are Coloradoans which contributes to the goals outlined in the CCHE Master Plan. CSU-Global's regional accreditor, the Higher Learning Commission, has approved seven new degree programs that will be put into place for July. Seven additional degrees are now being reviewed and will be brought to the Academic and Student Affairs Committee and then the Board for approval. The remediation courses that started in January have been 40% successful and are being re-examined to improve the methodology and success rate.

Lesley Di Mare, President, CSU-Pueblo, reported that Nursing graduates who took the Acute Care Nurse Practitioner exam earned a 100 percent pass rate compared to an overall 93% pass rate during the same two years. She explained how the Space Foundation's *Space Across the Curriculum* courses are promoting Science, Technology, Engineering and Math (STEM). CSU-Pueblo received a \$2 million, five-year Upward Bound grant from the U.S. Department of Education.

President Di Mare commented on the economic impact of three athletic competitions held at CSU-Pueblo had on the community, bringing in \$3.5 million in benefits to the region. The CSU-Pueblo Executive Director of External Affairs submitted a paper for a "town and gown relationship" at an international conference on how the town of Pueblo and CSU-Pueblo brought back football and the team became champions. After the presentation, CSU-Pueblo was informed that there will be section on Pueblo and the CSU-Pueblo football program included in a chapter in a book being produced by Clemson on remarkable town/gown relationships. President Di Mare announced that Jennifer Mullen, Chair of the Mass Communications Department and Center for New Media, has been appointed her new Chief of Staff.

Tony Frank, President, CSU-Fort Collins, reported that 4,000 degrees were conferred during the May commencement. He acknowledged Chancellor Emeritus Blake for assistance with the success CSU has had with the Denver Scholarship Foundation. President Frank pointed out the information included in his written report on the two new University Distinguished Professors and other high level faculty awards. He noted that the Legends of Ranching sale generated \$330,000 in proceeds for scholarships and reported that Dick Monfort was conferred with an honorary doctorate degree at the May commencement. President Frank commented on recent External Relations' activities that include a partnership with NBC News and two statewide awards. He explained how the first students from the country of Tartaristan received their online MBA degrees from CSU-Fort Collins.

President Frank concluded his report by providing an update on the High Park Fire that had exceeded 70,000 acres and destroyed 189 homes. More than 1900 workers were assigned to the fire with a majority housed out of the Foothills Campus. The Veterinary Teaching Hospital was the temporary home for over 300 large animals and 100 small animals evacuated from the fire area. Twenty-one staff volunteers were at Pingree Park where 200 hotshot firefighters were housed with a 30 minute evacuation notice. The FEMA Disaster Recovery Center was operating out of Johnson Hall and there was a CSU table in the center to provide support to CSU employees, students and alumni impacted by the fire.

President Frank estimated that 100 employees and 10 students had been evacuated with 30 employees who may have lost their primary residences. Anyone associated with CSU who had lost their homes was being offered space in the dormitories. A “CSU Cares” program was established to provide employees and students grants of up to \$2,000 to assist with costs not covered by insurance. The program, started the previous week, had received contributions in the amount of \$21,000 and the first checks were issued on June 21<sup>st</sup>. ROTC and student athletes volunteered to assist in numerous ways. Media experts were being provided by CSU and the CSU Police Department was assisting at the command post. President Frank shared photographs from the Pingree Campus and remarked on the positive response received from across the state, including from the Governor, on CSU’s efforts.

### **Committee Reports and Resolutions**

Chair Zimlich indicated that there no committee reports since the full Board was in attendance during the committee meetings. He noted that the FY2012-13 Audit Plan resolution was voted on and approved.

General Counsel Nosler reviewed the resolution to amend the Executive Longevity 403(b) Plan to include the Chancellor and any other positions designated in the future. **Motion/Action:** Governor Makepeace made the motion to approve, Governor S. Johnson seconded, and the motion was carried unanimously.

Chair Zimlich reviewed the items listed in the Consent Agenda that included meeting minutes, the CSU System Office Budget, and conferral of degrees for the CSU-Global Campus Spring 2012 C term. **Motion/Action:** Governor Flores moved to approve the Consent Agenda, Governor R. Johnson seconded, and the motion carried unanimously.

### **Institutional Discussion Items**

Chair Zimlich explained that the Institutional Discussion Items are generally informative and past presentations have been on such topics as the Colorado Master Plan and athletics.

### **Board Meeting Evaluation**

Chair Zimlich explained that, prior to February 2012, written evaluations were submitted to Board members. At the February Retreat, the Board opted to change the evaluation process for real-time feedback. Governor Makepeace commented positively on the retreat facility and staff’s efforts on such short notice to find a new location. She expressed appreciation for the robust conversation about the future that was positive and beneficial and conveyed her desire to continue to hold such discussions. Chair Zimlich indicated that the new Chancellor had made a commitment to continue such discussions in the future. Governor Weinberger expressed his appreciation for making non-voting members feel welcomed.

### **Next Board of Governors Meeting**

Chair Zimlich reported the next Board meeting will be August 2<sup>nd</sup> and 3<sup>rd</sup>.

President Frank reported that CSU, in celebration of the 150 years since the passage of the Morrill Land-Grant Act, was engaged in numerous activities including an event on the campus on July 2<sup>nd</sup>. A bookmark prepared by CSU External Relations that included information on the Morrill Act, CSU and the celebrations was distributed.

**Motion/Action:** With no further business to conduct, Governor Flores moved to adjourn. Governor R. Johnson seconded and the meeting adjourned at 11:56 a.m.

MATTERS FOR ACTION:

Policy: Personnel Powers Delegated to Presidents Expanded

RECOMMENDED ACTION:

MOVED, that the Board approve the expansion of the delegated and re-delegable authority of the institutional Presidents to include approval, in accordance with Board-approved institutional policies, of 1) Sabbatical Leaves and revisions to them; 2) Emeritus Faculty Appointments; and 2) all requests for Leave Without Pay, with periodic reports to the Board.

EXPLANATION:

Presented by Dorothy Horrell, Chair, Academic Affairs Committee

The Board delegated to the Presidents certain personnel powers by Resolution on 3 May 1995 and modified that Action by subsequent Resolutions of 2 December 2002, 17 June 2003, 17 March 2004, and 4 December 2009, in general confirming the delegated authority and authorizing re-delegation by the Presidents to appropriate institutional Vice Presidents. This Recommended Action authorizes the expansion of the delegated authority to include the approval of Sabbatical Leaves, Emeritus Faculty Appointments, and all requests for leave without pay. These personnel actions differ only in detail from the other delegations of personnel actions and will make their processing consistent with other personnel actions. The Presidents will report the approvals either when consummated or annually, as appropriate.

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

\_\_\_\_\_  
Approved

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:

Nondelegable Personnel Actions

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve nondelegable personnel actions as submitted by Colorado State University – Fort Collins.

EXPLANATION:

Presented by Tony Frank, President

At its May 3, 1995 meeting, the Board approved a policy delegating personnel power to the institutional presidents with the exception of specific personnel actions. This agenda item allows for action on such personnel decisions.

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE		Retirement Plan
1	Allen, Emily C	Health & Exercise Science	4/5/12	4/6/12	12/Reg	LWOP/Illness		
2	Allen, Emily C	Health & Exercise Science	5/14/12	5/22/12	12/Reg	LWOP/Personal		
3	Beavers, Andrew M	CEMML	3/1/12	3/1/12	12/Spec	LWOP/Personal		
4	Bontadelli, Johnna	Hartshorn Health Services	6/7/12	6/15/12	12/Reg	LWOP/Departmental		
5	Briggs, Katherine L	Clinical Sciences	3/14/12	3/16/12	12/Spec	LWOP/Personal		
6	Brookman, Kerry W	MIP	5/14/12	6/30/12	12/Spec	LWOP/Personal		
7	Elwyn, Laurie L	Hartshorn Health Services	5/16/12	5/17/12	12/Reg	LWOP/Personal		
8	Elwyn, Laurie L	Hartshorn Health Services	6/25/12	6/27/12	12/Reg	LWOP/Personal		
9	Fairbanks, Trevor P	CEMML	5/22/12	6/1/2012	12/Spec	LWOP/Personal		
10	Fluharty, Troy A	Business & Financial Services	5/2/12	5/31/12	12/Reg	LWOP/Special		
11	Fluharty, Troy A	Business & Financial Services	6/1/12	6/30/12	12/Reg	LWOP/Special		
12	Gilbert, Allis W	Hartshorn Health Services	6/15/12	6/22/12	12/Reg	LWOP/Personal		
13	Hagenbuch, Robert T	CSU Extension	4/23/12	4/27/12	12/Reg	LWOP/Personal		
14	Harris, John P 55683	Occupational Therapy	6/11/12	6/30/12	12/Spec	LWOP/Administrative		
15	Hildebrandt, Amanda R	Access Center	6/11/12	7/31/12	12/Spec	LWOP/Personal		
16	Keller, Robert R	Honors Program	7/1/12	8/15/12	12/Reg	LWOP/Personal		
17	Khaychuk, Vadim	MIP	6/26/12	7/3/12	12/Spec	LWOP/Personal		
18	Lincoln, Patricia R	English	3/19/12	4/9/12	9/Spec	LWOP/Maternity-Paternity		
19	Liu, Juhua	Civil & Environmental Engineering	7/1/12	6/30/13	12/Spec	LWOP/Personal		
20	Lowrey, Robert C	Student Legal Services	5/15/12	5/31/12	12/Reg	LWOP/Departmental		
21	Lowrey, Robert C	Student Legal Services	6/18/12	6/22/12	12/Reg	LWOP/Departmental		
22	Mayeno, Arthur	Asst Professor	5/1/12	4/30/13	12/Spec	LWOP/Departmental		
23	Miller-Heyl, Janet L	CSU Extension	4/1/12	5/1/12	12/Spec	LWOP/Lay off		
24	Orswell, Forrest M	Student Legal Services	5/7/12	5/29/12	12/Reg	LWOP/Departmental		
25	Orswell, Forrest M	Student Legal Services	6/4/12	6/25/12	12/Reg	LWOP/Departmental		
26	Paiva, Baylen K	CEMML	3/19/12	3/20/12	12/Spec	LWOP/Personal		
27	Paiva, Baylen K	CEMML	4/24/12	4/24/12	12/Spec	LWOP/FMLA		
28	Paiva, Baylen K	CEMML	5/15/12	5/18/12	12/Spec	LWOP/FMLA		
29	Rosenberg, Corey C	Biochemistry & Molecular Biology	5/16/12	8/15/12	12/Spec	LWOP/Special		
30	Spencer, Kenneth A	CEMML	3/16/12	3/16/12	12/Spec	LWOP/FMLA		
31	Steiner, Dana L	Horticular & Landscape Arch	5/3/12	5/25/12	12/Spec	LWOP-Disciplinary		
32	Stroub, MaryAnn C	Library	6/1/12	6/29/12	12/Spec	LWOP/Personal		DCP
33	Stroub, MaryAnn C	Library	7/1/12	7/9/12	12/Spec	LWOP/Personal		
34	Thomas, Natalie K	CEMML	3/16/12	3/16/12	12/Spec	LWOP/Personal		
35	Uva, Blaize A	CEMML	5/14/12	5/15/12	12/Temp	LWOP/Personal		
36	Waldburger, Peter J	CEMML	4/1/12	4/16/12	12/Spec	LWOP/Lay off		

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:

New Degree Program: B.A. in Dance – Department of Music, Theatre and Dance  
– College of Liberal Arts

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a new B.A. Degree Program in Dance in the Department of Music, Theatre and Dance. If approved, this degree program move will be effective Spring Semester 2012.

EXPLANATION:

Presented by Tony Frank, President.

The Division of Theatre and Dance and the Department of Music, Theatre and Dance [(MTD)] proposes to establish a Bachelors of Arts degree in Dance. Currently the division is a part of the Department of Music, Theatre and Dance and offers a B.A. degree in Performing Arts with concentrations in Dance and Theatre. The current MTD department is also closely associated with the Department of Art. The fields of performing and visual arts recognize the importance of offering viable B.A. degree programs in the distinct disciplines of Dance as well as Theatre, Music and Visual Arts in order to train and educate future artists, educators, and advocates in these areas.

As a field of study, Dance is a stand-alone major at both the undergraduate (B.A., B.F.A.) and graduate (M.A., M.F.A., Ph.D.) levels at many of the top universities in the United States. As a well-established discipline, Dance has numerous subtopics that range from the artistic and technical to the academic (performance, choreography, production, pedagogy, history, somatics, etc.) that are well-represented in university Dance curricula, member organizations, professional conferences, competitions, and performances worldwide.

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:

New Degree Program: B.A. in Theatre – Department of Music, Theatre and Dance – College of Liberal Arts

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a new B.A. Degree Program in Theatre in the Department of Music, Theatre and Dance. If approved, this degree program move will be effective Spring Semester 2012.

EXPLANATION:

Presented by Tony Frank, President.

The Division of Theatre and Dance and the Department of Music, Theatre and Dance (MTD) proposes a name change from the current “Performing Arts Major, Theatre Concentration” to a major in Theatre. The current MTD department is also closely associated with the Department of Art. The fields of performing and visual arts recognize the importance of offering viable majors at the university level in the distinct disciplines of both Dance and Theatre, in addition to those Music and Visual Arts in order to train, educate and promote to the best of our abilities future artists, educators, and advocates in these areas.

As a field of study, Theatre is a stand-alone major at both the undergraduate (B.A., B.F.A.) and graduate (M.A., M.F.A., Ph.D.) levels at virtually all universities in the United States. As a well-established discipline, Theatre includes numerous sub-fields, ranging from the artistic and technical to the academic (performance, directing, design, history, technical theatre, etc.) that are well-represented in university Theatre curricula, member organizations, professional conferences, competitions, and performances worldwide.



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:

New Degree Program: B.S. in Ecosystem Science and Sustainability –  
Department of Ecosystem Science and Sustainability – Warner College of Natural  
Resources

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new B.S. Degree Program in Ecosystem Science and Sustainability in the Department of Ecosystem Science and Sustainability. If approved, this degree program move will be effective Fall Semester 2012.

EXPLANATION:

Presented by Tony Frank, President.

The new B.S. degree program in Ecosystem Science and Sustainability is requested because Colorado State University has world-class strengths in ecosystem science and sustainability, but students have no option to major in the arena. Knowledge and skills are required from the biological, physical, and social sciences, quantitative skills (mathematics, modeling, geospatial analysis), as well as the insights for knitting disparate pieces into coherent approaches for solving important challenges around the globe.

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:

2011-12 Academic Faculty and Administrative Professional Manual Revisions: University Code, Section C.2.3.2. – Graduate School

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, University Code, Section C.2.3.2 – Graduate School.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, University Code, Section C.2.3.2 – Graduate School are requested because the position of Vice Provost for Graduate Affairs/Assistant Vice President for Research has been changed to the Dean of the Graduate School.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2011-12

**C.2.3.2 Graduate School**

The School, organized under the ~~Vice Provost for Graduate Affairs/Assistant Vice President for Research~~ Dean of the Graduate School, has general charge over all graduate degree programs. The academic faculty members of the School are designated by each of the academic departments offering graduate degrees.

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:

2011-12 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.5.3 – Guidelines on Teaching and Advising Responsibility

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.5.3 – Guidelines on Teaching and Advising Responsibility.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section E.5.3 – Guidelines on Teaching and Advising Responsibility are requested because instructor choice is stipulated in the *University General Catalog* but does not appear in the *Manual*. The freedom of an instructor to use either the plus minus or whole-letter grading scale should be made explicit.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2011-12

**E.5.3 Guidelines on Teaching and Advising Responsibility**

The teaching and advising responsibilities of faculty members are among those many areas of university life which have for generations been a part of the unwritten code of a "community of scholars." It seems appropriate to set forth these responsibilities in the form of illustrative statements of

desirable practice. These guidelines are by no means exhaustive regarding faculty members' responsibilities to teaching and learning and advising. The performance of faculty members in meeting the expectations contained in the guidelines shall be taken into consideration in determining salary increases, tenure, and promotion.

- a. Faculty members are responsible for stating clearly the instructional objectives of each course they teach at the beginning of each term. It is expected that faculty will direct their instruction toward the fulfillment of these objectives and that evaluation of student achievement will be consistent with these objectives. Faculty members are responsible for orienting the content of the courses to the published official course descriptions.
- b. Faculty members are responsible for informing students of the attendance expectations and consequences, and of the methods to be employed in determining the final course grade.
- c. Faculty members are responsible for the assignment of the final course grade. The assigned grade should reflect the performance of the student in the course commensurate with the objectives of the course. The course instructor's decision of whether to use whole-letter grading or the plus minus grading system in the course should be indicated in the course syllabus and/or policy statement.
- d. Graded examinations, papers, and other sources of evaluation will be available to the student for inspection and discussion. These should be graded promptly to make the results a part of the student's learning experience. The results of these evaluations will be retained for at least one (1) term to provide the opportunity for review.
- e. Faculty members are expected to meet their classes regularly and at scheduled times. In case of illness or emergency, the department head should be notified promptly.
- f. Faculty members are expected to make time available for student conferences and advising. Office hours should be convenient to both students and instructor with the opportunity provided for prearranged appointments. Available conference times should be communicated to students.

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- g. Faculty members shall have their teaching and advising periodically evaluated as specified by departmental codes.

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:

2011-12 Academic Faculty and Administrative Professional Manual Revisions:  
Section G.1 – Study Privileges

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges are requested because the University is no longer governed by State Fiscal Rules.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2011-12

**G.1 Study Privileges**

Under the following conditions, academic faculty members and administrative professionals with appointments at half-time (0.5) or greater may register for credit courses at Colorado State University on a space-available basis without the assessment of the student portion of total tuition or general fees to the employee:

- ~~a. — According to State Fiscal Rules, courses taken by an employee under this study privilege must benefit the State and enhance the employee's performance, as determined by the head of his or her administrative unit (such as a department head).~~
- ba. The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses.
- eb. Academic faculty members and administrative professionals on regular, multi-year research, or special appointments become eligible for this study privilege as soon as their employment begins.
- ec. Academic faculty members and administrative professionals on temporary appointments become eligible for this privilege after completing one (1) year of service at .50 time or greater.
- ed. The President shall set the maximum number of credits for which academic faculty members and administrative professionals are permitted to register per academic year, including the previous summer term, but it shall be at least nine (9) credits for employees with full-time appointments, at least seven (7) credits for employees with appointments from .75 time to .99 time, and at least five (5) credits for employees with appointments from .50 time to .74 time.

Certain tuition and fees are not covered by the study privilege, so these must be paid by the employee at the time of registration. Fees not covered may include course fees, department fees, the University Facility Fee, University and College Technology Fees, and similar charges as may be imposed from time to time.

Only credit courses which are a part of the Colorado State University Curriculum, as defined by the *Colorado State University General Catalog*, are available under this benefit. These courses will be identified with a departmental course number. In particular, the study privilege does not cover the cost of continuous registration.

The Division of Continuing Education ("DCE") offerings are included under this privilege. Academic faculty members and administrative professionals may enroll in academic-credit courses (section numbers 700 or higher) listed on the Continuing Education website. However, tuition

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for these courses may be higher than "resident Instruction" tuition, in which case, the difference must be paid by the employee or by some other source.

The above credit maxima include courses which are audited. Tuition will be assessed as soon as credits are taken in excess of the statement maximum for the employee.

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

MATTERS FOR ACTION:

2011-12 Academic Faculty and Administrative Professional Manual  
Revisions: Section I – Academic and Legal Matters

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section I – Academic and Legal Matters.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2011-12 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The revisions to the Academic Faculty and Administrative Professional Manual, Section I – Academic and Legal Matters are requested because the information in the Manual regarding public policy does not need to be a restatement of policy whose most recent version is available to the public via existing official sites. Additionally, regarding Section I.4, the Colorado Employer's Liability Act does not mention the use of waivers of the right to view letters of recommendation – these waivers are now in common use. This addition to Section I.4 attempts to provide guidance to Colorado State University employees who are in the role of former employers agreeing to serve as references for former employees.

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

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: Student Conduct Code

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the Student Conduct Code (revised summer 2012).

**EXPLANATION:**

Presented by Rick Miranda, Provost and Executive Vice President

The Student Conduct Code established the policies and procedures by which a variety of disciplinary actions and student judicial reviews are handled at the University. It undergoes periodic revisions every few years.

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: Emeritus Rank Designations

RECOMMENDED ACTION

MOVED, that the Board of Governors approve the conferral of the rank of Emeritus upon those faculty members listed below:

College of Applied Human Sciences  
Bradford W. Sheafor – Professor

School of Social Work

College of Engineering  
Larry Roesner - Professor

Civil & Environmental Engineering

College of Liberal Arts  
David Yust – Professor  
Donald E. Zimmerman – Professor

Art  
Journalism & Technical  
Communication

College of Natural Sciences  
Paul Bell – Professor  
Dale H. Grit – Associate Professor

Psychology  
Computer Science

College of Veterinary Medicine and Biomedical Sciences

Anthony Knight - Professor  
Ann E. Wagner - Professor  
Richard D. Park – Professor

Clinical Sciences  
Clinical Sciences  
Environmental & Radiological  
Health Sciences

Warner College of Natural Resources  
William Andelt

Fish, Wildlife & Conservation  
Biology

Board of Governors of the  
Colorado State University System  
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EXPLANATION:

Presented by Tony Frank, President

The faculty members listed above have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

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

MATTERS FOR ACTION:

CSU: Revisions to Sabbatical Leave for 2012-2013

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve revisions to the recommendations for sabbatical leave for 2012-2013 for the Colorado State University faculty members listed below.

EXPLANATION:

Presented by Tony Frank, President

The recommendations for sabbatical leave are reviewed at the Department, College, and University levels and have received approval at each level. The proposals have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

College of Liberal Arts

Kirk Hallahan	Journalism and Technical Communication	Cancel Sabbatical
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University Libraries

Merinda McLure	Change from 11/1/12-5/12/13 to 2/1/13-7/31/13
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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:**

Faculty Handbook Amendment – Academic Freedom. The proposed revisions were approved by the CSU-Pueblo Faculty Senate on April 2, 2012 and by a majority of CSU-Pueblo ranked academic faculty voting in a faculty referendum ending April 20, 2012. CSU-Pueblo Administration has also reviewed and approved the proposal.

Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012. This proposal will amend the existing language in Section 2.5 of the Faculty Handbook as specified in the document “Proposed Handbook Revision – Academic Freedom.pdf”.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to Faculty Handbook language relating to Academic Freedom.

**EXPLANATION:**

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

A previous motion to amend this language was approved by the CSU-Pueblo Faculty Senate and by a majority of CSU-Pueblo ranked academic faculty voting in a faculty referendum in 2010. Due to concerns which were then raised by the CSU-System Office of General Counsel about that earlier motion, it did not go forward to the CSU-System Board of Governors at that time.

The current motion was developed by the CSU-Pueblo Faculty Policies and Procedures Committee in coordination with the representatives of CSU System Office of General Counsel to address those concerns. The proposed revisions also parallel language which was approved by the Board of Governors for addition to the CSU-Fort Collins Faculty Manual in December 2011.

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:**

Faculty Handbook Amendment – Retired Faculty Privileges. This motion to amend the Faculty Handbook language pertaining to Retired Faculty Privileges was approved by Faculty Senate on April 2, 2012 and by a majority of those voting in a faculty referendum ending April 27, 2012. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012. This proposal will amend the existing language in Section 2.5 of the Faculty Handbook as specified in the document “Proposed Handbook Revision - Retired Faculty Privileges.pdf.”

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to Faculty Handbook language relating to Retired Faculty Privileges.

**EXPLANATION:**

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The general intent of the proposal is twofold:

- (a) To nurture opportunities for retired faculty to contribute their experience and expertise to the teaching, research, and outreach missions of CSU-Pueblo; and
- (b) To formally recognize those benefits to which all retired faculty are entitled.

A request to add language that would promote these goals was first brought to the Faculty Senate by the University Retirees Association of Pueblo (URAP) in Spring 2011, but specific Handbook language was not considered by Senate prior to the end of the 2010- 2011 academic year and the matter was left as a continuing agenda item for the 2011 – 2012 Faculty Senate. This year’s Faculty Procedures & Policy Committee (FPP) was thus charged by the Senate Executive Committee in Fall 2011 to develop specific language for the proposal. Following a meeting with representatives of URAP, FPP examined existing language in the CSU-Fort Collins Faculty Manual and other documents prior to drafting a proposal in keeping with the two goals stated above. The proposal was presented to Faculty Senate for a first reading in December 2011, and has since been revised in response to input from various stakeholders.

**CSU-Pueblo Faculty Handbook Amendment- Retired Faculty Privileges -\***

\*Refer to Academic and Student Affairs Committee Meeting Materials for supporting documentation

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:**

Faculty Handbook Amendment – Grievance and Mediation Policy. The proposed revisions were approved by the CSU-Pueblo Faculty Senate on April 20, 2012 and by a majority of CSU-Pueblo ranked academic faculty voting in a faculty referendum ending May 4, 2012. The proposal has also been reviewed and approved by the President, Provost and University Grievance Officer at CSU-Pueblo and by the CSU-System Office of General Counsel. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on September 1, 2012. This proposal will amend the existing language in Section 1.2.5.4; Section 2.7.2.4; Section 2.9.1; Section 2.9.2; Section 2.10.3; Section 2.17.2; Section 2.17.6.2; and Section 2.18 of the Faculty Handbook as specified in the document “Proposed Handbook Changes - Clarifications to Grievance & Mediation.pdf”

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to Faculty Handbook language pertaining to Grievance and Mediation Policy.

**EXPLANATION:**

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

If approved, this proposal will amend the existing language in the Faculty Handbook pertaining to the Grievance and Mediation procedures for faculty. The proposed revisions are intended to clarify certain details of the policy in response to questions that have arisen since its adoption in July 2011. The proposed revisions were developed by the CSU-Pueblo Faculty Procedures and Policies Committee (FPP) in consultation with CSU-Pueblo Administration and representatives of the CSU-System Office of General Counsel.



Board of Governors of the  
Colorado State University System  
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Consent Item

\_\_\_\_\_  
Approved

Stretch Goal: N/A

Strategic initiative: N/A

MATTERS FOR ACTION:

Emeritus Rank Designation

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the conferral of rank of Professor Emeritus upon the faculty member listed below.

**College of Humanities and Social Sciences**

*Beatrice Spade* – Recommendation for Professor Emeritus of History

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The faculty member listed above has met the qualifications to be awarded the status of Professor Emeritus as set forth in the *CSU-Pueblo Faculty Handbook*.

Professor Beatrice Spade received a BA in History/Asian Studies from the University of Colorado in 1963; MAs in Asian Studies and Chinese History from the University of Hawaii and National Taiwan University in 1965 and 1967 respectively; and the PhD in History and East Asian Languages and Literature in 1981 from Harvard. She served at Harvard as an Instructor/Teaching Fellow in 1969-1971, was a Professor at Shandong University of China in 1981-1986 (with Fulbright funding for 1983-1985), and served at the then University of Southern Colorado beginning in 1990 in a part-time capacity. Dr. Spade began as a full-time Assistant Professor in 1993, rose to Associate Professor in 1995, and retired at the end of the spring 2012 term as Associate Professor. Her publications varied from “Americans in Vietnam: An Oral History Project” to translator of Su Tong’s “The Birth of the Water God”, appearing in Chinese Experimental Fiction (Duke University Press). She advised hundreds of students (and won two university-wide advising awards, most recently in spring 2011), and served as faculty advisor to the student history club Past Masters and the student national history honor society Phi Alpha Theta. She also served as Chair of the Department of History, Political Science, Philosophy and Geography from 2000 to 2007, and many terms on Faculty Senate including some time on the Executive Committee; Dr. Spade also was the Senate representative to the State Board of Agriculture (the Governing Board for the University of Southern Colorado) during 1995-1997.

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University - Pueblo academic programs to be reviewed in academic year 2012-13 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar is attached.

- Engineering: Masters in Industrial & Systems Engineering (MS),  
Mechatronics (BSE), Industrial Engineering (BSIEN)
- Civil Engineering Technology (BSCET)
- Exercise Science and Health Promotion (BS)
- Political Science (BA & BS)
- Psychology (BA & BS)
- English (BA)
- Computer Information Systems (BS)

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with established review schedule 2012-13 through 2019-2020. To date, none of the programs have submitted requests to the CSU-Pueblo Curriculum and Academic Programs Board to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the president. We request that the Board delegate authority to President Lesley Di Mare to approve any 2012-2013 program review delays.

## Program Review Calendar

2012-2013	CEEPS: Masters in Industrial & Systems Engineering, Engineering Mechatronics, Industrial Engineering, Exercise Science and Health Promotion, Civil Engineering Technology CHASS: Political Science, Psychology, English HSB: Computer Information Systems
2013-2014	CHASS: Art, History CSM: Biology, Physics
2014-2015	CHASS: Music, Sociology, Foreign Language HSB: Accounting, Business Management, Economics, Masters in Business Administration
2015-2016	CEEPS: Nursing (BSN and MSN) CHASS: Mass Communications, Social Work CSM: Chemistry (MS), Biology (MS), Biochemistry (MS)
2016-2017	CEEPS: Automotive Industry Management, Liberal Studies CSM: Mathematics, Chemistry
2017-2018	CEEPS: Exercise Science and Health Promotion CHASS: Political Science, Psychology, Social Science, English HSB: Computer Information Systems
2018-2019	CEEPS: Engineering Mechatronics, Industrial Engineering, Masters in Industrial & Systems Engineering, Civil Engineering Technology CSM: Biology, Physics CHASS: Art, History
2019-2020	CHASS: Music, Sociology, Social Work, Foreign Languages HSB: Accounting, Business Management, Computer Information Systems, Economics, Master of Business Administration

### Abbreviations

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

Board of Governors of the  
Colorado State University System  
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Consent Item

**MATTERS FOR ACTION:**

Bachelor of Science in Marketing

**RECOMMENDED ACTION:**

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

**EXPLANATION:**

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

CSU-Global Campus is proposing a Bachelor of Science in Marketing degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The B.S. in Marketing program is designed to provide beginning students the exposure to the many facets of marketing: development, advertisement, distribution, and sale of products and services. The program focuses the learner on the management and use of research, planning, analysis, consumer communication, business relations, and decision-making techniques as used by marketing managers and directors through effective corporate communication channels. Additionally, the student is exposed to current issues and trends such as electronic and integrated marketing. Theory, techniques, and applications will be applied to the problems, issues, and solutions involving product strategy, pricing, distribution, promotion, and marketing research from both national and international perspectives. Finally, students will apply course content from across the discipline for an integrated approach.

There are only 13 institutions currently providing online programs in marketing or a related field of study. Overall growth for this field is considered average at 13% by the U.S. Bureau of Labor Statistics. CSU-Global is prepared to meet this demand with a bachelor's degree completion program (30 semester hours of credit). This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Information Technology, and Organizational Leadership.

Board of Governors of the  
Colorado State University System  
Meeting Date: August 3, 2012  
Consent Item

**MATTERS FOR ACTION:**

Bachelor of Science in Project Management

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Project Management.

**EXPLANATION:**

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

CSU-Global Campus is proposing a B.S. in Project Management degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Bachelor of Science in Project Management program is designed to provide students with the opportunity to analyze and apply theories and concepts associated with organizations where resources are limited and time is critical. Learners will focus on the management of contracts and asset procurement. Additionally, students will apply management of risk, project control, project monitoring, and earned value methods as well as assess the costs and benefits of total quality management. Finally, students will examine and apply the soft skills associated with leadership, communication, and team building.

There are currently only 11 online bachelor's degree project management programs for project management in the United States; all offered through private or proprietary institutions. This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Information Technology, and Organizational Leadership.

**MATTERS FOR ACTION:**

Bachelor of Science in Human Services

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Human Services.

**EXPLANATION:**

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

CSU-Global Campus is proposing a Bachelor of Science in Human Services degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The B.S. in Human Services program is an interdisciplinary major discipline that provides an introduction to human service programs designed to meet community and social welfare needs among varied populations. The degree will prepare students for a variety of human service careers in individual, family, group, organization, and community settings. Students will be provided with the opportunity to think critically while they learn to help people cope with personal challenges. Students will gain abilities in program implementation, client interviewing, data gathering, counseling, consulting, and case management. Upon completion of the degree, students will have the knowledge and skills necessary to work in a range of human service settings in both the private and public sector. Students may also consider graduate study in social work, counseling, criminology, psychology, or sociology.

Overall growth in this field is considered high with an expected increase from 2008 to 2018 in the following job areas: probation officers (19%), social workers (16%), and counselors (18%). CSU-Global is prepared to meet this demand with a bachelor's degree completion program (45 semester hours of credit). There are currently only 15 other higher education institutions offering similar programs nationwide. This degree program will include an option for a specialization to expand knowledge in related areas like Public and Non-Profit Management, Healthcare Management, Criminal Justice Management, Criminology, and Organizational Leadership.

Board of Governors of the  
Colorado State University System  
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Consent Item

MATTERS FOR ACTION:  
Master of Finance

RECOMMENDED ACTION:  
Moved, that the Board of Governors approve the request from Colorado State University-  
Global Campus to approve the Master of Finance

EXPLANATION:

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

CSU-Global Campus is proposing a Master of Finance program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Master of Finance program is designed to develop leadership, international perspectives, and operational skills in finance by focusing on career development that incorporates state-of-art nontraditional and emerging electronic formats. This program is intended to enhance the knowledge, skills, and abilities of students interested in a career in finance, including as: financial managers, financial examiners, financial analyst and auditors, personal financial advisors, and accountants. This program provides a comprehensive curriculum vital for a finance career in the 21st century global economy. This proposed graduate-level program consists of eight (8) core courses and four (4) specialization courses (36 total semester hours of credit) required of all students.



Board of Governors of the  
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Consent Item

**MATTERS FOR ACTION:**

Master of International Management

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of International Management

**EXPLANATION:**

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

CSU-Global Campus is proposing a Master of International Management degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Master of International Management program is designed to prepare students for international management career opportunities within multinational industries and organizations. Today's dynamic global marketplace requires well-prepared graduates who demonstrate strong leadership and understand of culture business issues that contribute to the international business community. Upon completion of the program, CSU-Global graduates will be prepared to confront challenges and seek strategic opportunities within the structure of global commerce, and possess the comprehensive curriculum vital required for a career in international management in the 21st century global economy. This proposed graduate-level program consists of eight (8) core courses and four (4) specialization courses (36 total semester hours of credit) required of all students.

Board of Governors of the  
Colorado State University System  
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Consent Item

**MATTERS FOR ACTION:**

Master of Project Management

**RECOMMENDED ACTION:**

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of Project Management

**EXPLANATION:**

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

CSU-Global Campus is proposing a Master of Project Management degree program for its non-traditional adult learners. Faculty and administration have evaluated the competitive positioning in the System and the marketplace and have determined that there is a market to be served by CSU-Global Campus.

The Master of Project Management is designed to integrate the study of core business disciplines and project management knowledge with the advanced leadership and decision-making skills necessary to excel in high-performing, global organizations. The program will provide students with the business and management skills to evaluate, synthesize, analyze, and apply the concepts required when leading unique projects. Project management best practices are acknowledged and applied throughout the program including the planning and execution of projects, the management of contracts and asset procurement, and the skills needed to lead complex projects and manage teams in a dynamic environment. Advanced topics include decision sciences, risk management, project control and monitoring, and financial metrics. This proposed program consists of eight (8) core courses and four (4) specialization courses (36 total semester hours of credit) required of all students.

Board of Governors of the  
Colorado State University System  
August 3, 2012  
Consent Item

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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 2012 A Term (ending 09/02/12).

**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 2012 A 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

9

Institutional Discussion  
Items

# **COLORADO STATE UNIVERSITY-PUEBLO DEPARTMENT OF ATHLETICS**

## **PACK ATHLETICS GOALS:**

- 1. DO THINGS THE RIGHT WAY**
- 2. RETAIN AND GRADUATE OUR STUDENT ATHLETES**
- 3. DOMINATE THE RMAC**
- 4. GAIN NATIONAL PROMINENCE IN DII**
- 5. STUDENT ATHLETES LEAVE UNIVERSITY EQUIPPED FOR SUCCESS**

**“DEVELOPING CHAMPIONS THROUGH ATHLETICS”**

# Colorado State University Department of Athletics

## Athletics Update (outline)

Presented to: Board of Governors for the Colorado State University System

August 3, 2012

### .2011-12 Recap

- Excitement
- Fall: Football  
Volleyball
- Winter: Women's Basketball  
DII Wrestling Championships
- Spring: Women's Golf  
DII Outdoor Track & Field Championships
- 14 of 16 programs made post season play
- 5<sup>th</sup> in RMAC Cup
- 2.91 GPA
- 81.9 % Fall to Fall Retention Rate (2010-11)
- 77 % Graduation Rate (ASR) 57 % (Federal) 2005 cohort

### .12-13 Goals

- Successful hosting of 2013 NCAA Outdoor Track & Field Championships
- Win four RMAC Championships
- Football Team Advance to National Semi finals
- Eight programs qualify for NCAA Tournament
- Forty Student Athletes achieve RMAC Academic All Conference Teams
- Achieve 3<sup>rd</sup> place in RMAC Cup
- Achieve 3.0 SA GPA/83 % Fall to Fall Retention/78 % ASR
- Athletic Department Revenue = \$1.2M

### .NCAA D II

- Life in Balance
- Partial Scholarship Model
- University Academic Profile
- Enrollment Growth
- Front Porch

### .Department Goals

- Do Things the Right Way!
- Retain & Graduate SA
- Dominate RMAC
- Gain National Prominence in DII
- SA leave U equipped for Success!

## CSU-PUEBLO ATHLETICS "Quick Facts"

.Membership Affiliation: NCAA Division II, Rocky Mountain Athletic Conference (RMAC)

.RMAC Membership consists of 14 schools located in Colorado, Nebraska, South Dakota and New Mexico.

Colorado State University-Pueblo  
Adams State University  
Black Hills State University (SD)  
Colorado Christian University  
Colorado Mesa University  
Colorado Mines  
Chadron State College (NB)

Fort Lewis College  
Metropolitan State College  
New Mexico Highlands University  
Regis University  
UCCS  
Western New Mexico University  
Western State College

.CSU-Pueblo sponsors 16 sports:

### Male

Football  
Soccer  
Basketball  
Wrestling  
Baseball  
Golf  
Tennis

### Female

Volleyball  
Soccer  
Basketball  
Cross Country  
Softball  
Golf  
Tennis  
Indoor & Outdoor Track

.2011-12 participation rate for athletics program:

-Female	135
-Male	287
-Total	422

.Additional support students associated with athletics:

-Cheer & Dance	45
-Student Trainers	15
-Student Managers	20
-Student Interns	8
-Student Coaches	11
-CSU-P Band	65
-Total	165

.Student Athletic Scholarship Funding = 103.3 NCAA Full In State Scholarships

.Athletics Staff consists of:

-Support Staff (Administrators/Trainers/Strength)	11 FT/ 3 PT/ 1 Adm Ass't
-Coaching Staff	21 FT/ 12 PT/ 18 Volunteer

**2012-13 Athletics Budget:**

**-\$5,131,741 Overall Budget**

**-Revenue Projections:**    University Funding    \$2,698,807  
   Student Fees                \$1,308,319  
   Department Revenue    \$1,124,615

**-Expenditure Projections:**    Staff Salaries                        \$2,039,741  
   Student Athlete Scholarships    \$1,730,000  
   Operating                                \$1,362,000

**Athletic Department Five Year (2012-2017) Stretch Goals:**

**-Academic:**                    SA GPA                3.2  
   F-F Retention    85%  
   ASR                    80%  
   All Acad             50 SA

**-Athletic:**                      #1 in RMAC Cup  
   Top 10 in NCAA Sears Cup  
   National Championship in Football  
   Compete at National Level in all sports

**-Funding:**                      Full funding for all sports at the NCAA Scholarship Equiv. Level  
   Competitive Head Coaching Salaries (Top 20 Rated Teams)

**-Dept. Revenue:**              \$2.5 M

**-Facilities:**                      Soccer/Lacrosse Complex  
   Tennis Complex  
   Indoor Practice Facility (all outdoor sports)  
   Victory Tower

**-Expansion:**                    Women's Swimming/Diving  
   Women's Lacrosse  
   Men's Track/CC  
   Men's Lacrosse





John C. "Jack" Graham  
Athletic Director  
Department of Athletics  
Fort Collins, Colorado 80523-0120  
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## MEMO

**DATE:** July 16, 2012  
**TO:** Board of Governors  
**FROM:** Jack Graham  
**SUBJ:** Athletic Department Executive Summary

Board Members:

This is my first opportunity to attend a Board meeting and I'm looking forward to meeting many of you for the first time. In an effort to provide you with an update on the first seven months of my tenure and also to highlight the Department's activities, you have two documents: this Executive Summary and a separate PowerPoint presentation that provides more detail on the Department's operations and results for the last 12 months (as well as some historical perspective).

Let me start by providing you with a summary of the activities that I have focused on since December 1:

### Summary of Key Activities

#### Hiring Key Talent:

- Hired Jim McElwain, former Offensive Coordinator for the Crimson Tide and two-time National Champion, as our new Head Football Coach.
- Hired Larry Eustachy as our new Head Men's Basketball Coach. Larry has taken teams to the Sweet Sixteen a number of times, with one appearance in the Elite Eight. Larry recruits quality athletes and quality people. His track record suggests that he will be an excellent coach for us.
- Hired Ryun Williams as our Head Women's Basketball Coach. Ryun has a very strong win/loss record (315 – 189 lifetime record); and he recruits athletes who are great people and great students.

- Hired John Morris, former Senior Associate AD at the University of Washington as the Deputy Director of Athletics. John is an attorney and has about 20-years of experience in collegiate athletics.
- Currently recruiting a new Head Cross Country Coach, a new Men's Golf Coach and new Executive Director of Sales and Marketing.

Character Development and Compliance:

- Initiated twice monthly student-athlete drug testing program. (Increased from 3× per semester.)
- Initiated and completed an independent Title IX audit.
- Defined CSU's Athletic Department response to student-athlete violence.
- Launched a Character Development program for all student-athletes, coaches and department staff.
- Launched initiatives to change the culture of Athletics to focus on results.

Organizational Development and Campus/Alumni Engagement:

- 1:1 meetings with every coach and department head totaling ~40 ½-day meetings.
- Reorganized reporting structures to better support all 16 sports programs, enhancing communications and accountability.
- Created a new "Sports Performance Division", retaining leadership and adding resources for training room, strength and conditioning and nutrition/training table.
- Developed new capabilities for tickets sales and pricing.
- Partnering with Amy Parsons to launch Faculty and Staff outreach program.
- Retained external consultant to assist us in improving game-day traditions and pageantry.
- Initiated and staffed student-led spirit group called RamRuckus.
- Designed and launched formation of Ram Club Business Partners program.
- Defined plan to publish a new athletics magazine (The Ram Athlete Magazine – "The R.A.M.").
- Numerous speaking engagements with community groups and university groups.

### High-Impact Initiatives:

- Initiated consideration for new multi-use on-campus stadium. Acting as Co-Chair of committee. Raised \$700,000 to fund feasibility work.
- Defined new relationship with University of Colorado regarding the 2012 Rocky Mountain Showdown.
- Actively engaged with Mountain West Conference including development of an Athletic Directors Advisory Counsel to the Board, developed a media rights/TV sub-committee and acting as lead, formulated numerous proposals to improve membership and economics in the Conference.
- Leading campus-wide initiative to form new partnership with an apparel company.
- Completed negotiations with Channel 9/20 to broadcast football games.

With over 400 student-athletes representing the University and literally tens of thousands of alumni, sponsors, fans and boosters attending events, the Department has a unique opportunity to represent the excellence seen throughout this institution. Our results included post-season appearances by men's basketball, cross country, and golf, and women's cross country and volleyball. Two of our coaches were named MW Coach of the year: Jen Fisher, our Women's Softball Coach, and Tom Hilbert, our Women's Volleyball Coach.

Our Academic Progress Rate (APR) for the most recent year reported was 967 out of 1000 – this is a very sound result. Our athletes are students first – and we are committed to their education and life-success. Colorado State is one of only 17 universities to have no NCAA major violations and our commitment to this standard is only increasing. We have launched a major character-building initiative and this is not a program – it is way of being for all of us in Athletics.

The Athletic Department generated over \$24M in revenues in FY 2012. Total expenses were slightly higher – including over \$6M in scholarships awarded to student-athletes. Our net result was a \$440K deficit this year with the deficit entirely caused by the costs to terminate coaches and hire/relocate their new staffs. The entire deficit was paid out of a reserve fund held by the Athletic Department.

I look forward to talking with you about my vision for the future of CSU Athletics and how we can be a major driver of future success on the field of play and as an institution. I'm committed to enhancing the school's reputation through excellence in our results and contributing to the school's financial sustainability.

It is great to be back at my alma mater and it is an honor to lead this institution's Athletic Department. The first few months have provided me with an incredible opportunity to learn about the people, the programs and the opportunities we have before us. I look forward to extending this discussion during the meeting.

**Board of Governors  
Report from the Department of Athletics**

**August 2 – 3, 2012  
Pueblo, Colorado**



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1. Activity Report (Key Events and Initiatives).
2. Financial Results.
3. Athletic Results.
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5. Compliance and Behavior Report.



## 1. Activity Report: Key Events & Initiatives

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### Activity Report: 7/1/11 – 11/30/11 (pre-Graham)

#### Key Initiatives:

1. Moby Arena Concourse remodel project approval.
2. Enhanced presence of CSU radio network through NSM with an Eastern Plains affiliate that covers Yuma/Sterling/Fort Morgan.
3. Implemented in-house sales team to target season, mini-plan and individual game sales; sold 500 more season tickets in 2011 than the previous year.
4. Held first sport reunion for a sport we no longer sponsor, bringing back over 80 former baseball players to a football game in conjunction with one of their former players entering the CSU Hall of Fame.
5. Oversaw new Ram Town area and development of pre-game entertainment.
6. Oversaw implementation of stadium graphics honoring top performers in school history and top moments.
7. Partnered with the Alumni Association in an effort to attract new members to both the Alumni Association and Ram Club.

COLORADO STATE UNIVERSITY



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### Activity Report: 12/1/11 – 6/30/12 (post-Graham)

1. Kowalczyk terminated and Graham hired as Athletic Director 12/1/12.  
**Note:** Graham is 4<sup>th</sup> Athletic Director in past 11 years; Kowalczyk was Athletic Director for 6 years.
2. Fairchild terminated 12/4/12 and McElwain hired as Head Football Coach 1/10/12.
3. Created “Sports Performance Division” within Department and retained Terry DeZeeuw to lead the Division:
  - Training Room.
  - Strength & Conditioning.
  - Nutrition/Training Table.

Increased Strength & Conditioning staff from 5 to 9; added staff to Training Room; overhauled nutrition and training table philosophy.
4. Completed Department operational and personnel evaluation January 2 – February 15. Approximately 40 ½-day meetings with all Department leaders and each Head Coach.

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### Activity Report (12/1/11 – 6/30/12) (cont.)

5. Changed relationship and dynamic with the University of Colorado via negotiations for 2012 Rocky Mountain Showdown:
  - Almost 25% reduction to ticket prices.
  - Reinstated golf match (Men, Women & Boosters) through 2020.
  - Co-venture to pursue basketball partnership against Florida or North Carolina schools.
  - Numerous sportsmanship initiatives.
6. Developed Department capabilities for ticket pricing; reduced 2012 Football Season Tickets by ~12% with refined Ram Club pricing.
7. Initiated consideration of an On-Campus Stadium; Director functioned as Co-Chair of Stadium Advisory Committee, Chair of Design Committee.
  - Feasibility work substantially completed May 30.
  - Raised \$700,000 to fund feasibility work (“Founders Circle”).

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### Activity Report (12/1/11 – 6/30/12) (cont.)

8. Numerous Mountain West Conference initiatives:
  - Proposals to retain Boise State and San Diego State.
  - Admission of San Jose State and Utah State.
  - Developed Athletic Directors Advisory Committee to the Board of Directors of the MWC; Athletic Directors formally integrated into the decision-making process of the Conference.
  - Developed Media Rights/Television Sub-Committee of the Conference and leading that Committee.
  - Ongoing initiatives to improve the MWC membership and economics.
9. Tim Miles, Men's Head Basketball Coach, resigned March 23; replaced by Larry Eustachy April 11.
10. Kristen Holt, Women's Head Basketball Coach, departed April 25; replaced by Ryun Williams May 21.

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### Activity Report (12/1/11 – 6/30/12) (cont.)

11. Expanded Moby Hall of Fame and Concourse project to include expansion of Training Room, modernization/upgrades to Men's & Women's Basketball Locker Rooms, Women's Volleyball Locker Room, and branding initiatives of Athletic Facilities.
12. Launched campus-wide initiative to form strategic partnership with apparel company (Nike, Adidas, Under Armour or Russell).
13. Designed and launched formation of "Ram Club Business Partners" with discount cards.
14. Launched project to publish Ram Athlete Magazine ("The R.A.M.") for Ram Athlete Alumni and Ram Club members; quarterly publication.
15. Launched twice monthly student-athlete drug testing program; increased from three times per semester.

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### Activity Report (12/1/11 – 6/30/12) (cont.)

16. Initiated and completed third-party Title IX audit of the Department.
17. Launched Character Development program for student-athletes, coaches and Department staff.
18. Launched analysis/consideration of Women's Soccer program.
19. "The mtn." television corporation closed; completed negotiations with Channel 9/20 to broadcast all football games (except three games being broadcast nationally). Currently negotiating basketball games.
  - Football Coach's Show to be broadcast Sunday evenings at 9:30PM.
  - Kick time of all Home games 5:00PM.
20. Bryan Berryhill, Head Cross Country Coach, resigned to take Head Track & Field job at Wyoming; in process to replace him and to finance and build a X-C Course at Harmony Country Club.

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### Activity Report (12/1/11 – 6/30/12) (cont.)

21. Jamie Bermel, Head Men's Golf Coach, resigned to take the University of Kansas Head Coach job; in process to replace him.
22. Hired John Morris as our Deputy Director of Athletics (June 14).
23. Launched Faculty & Staff outreach initiative.
24. Launched initiatives to change the culture of the Athletic Department to a "Results-Based Culture":
  - Great Student-Athletes and Coaches (character).
  - Successful academics.
  - Win!
  - Profitable business results.

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**Activity Report (12/1/11 – 6/30/12) (cont.)**

- 25. Initiated and staffed student-led spirit group called RamRuckus.
- 26. Initiated and staffed partnership with the “Commitment to Campus” and Amy Parsons to engage faculty, staff and employees in athletics.
- 27. Retained external consultant in partnership with internal staff to improve football, basketball and volleyball game day traditions and pageantry.
- 28. Launched search for Executive Director of Sales & Marketing; job will be filled August 10.
- 29. Reorganized reporting structure of head coaches from 14 programs reporting to one person to 16 reporting to six people; enhanced communications and accountability.



**2. Financial Results**

## Financial Results

	FY 12 Budget	FY 12 Actual	Difference	% Plan
<b>Revenue</b>				
Ticket Sales	3,022,000	3,107,444	85,444	2.8%
Guarantees <sup>(1)</sup>	75,000	110,000	35,000	46.7%
MWC Revenue	2,602,437	2,694,259	91,822	3.5%
University Support	7,634,100	7,634,100	-	0.0%
Annual Giving	1,490,000	1,526,999	36,999	2.5%
Student Fees <sup>(2)</sup>	4,621,000	5,001,563	380,563	8.2%
Sponsor/Licensing <sup>(3)</sup>	980,000	1,595,500	615,500	62.8%
Miscellaneous <sup>(4)</sup>	2,276,615	2,540,319	263,704	11.6%
<b>Total Revenue</b>	<b>22,701,152</b>	<b>24,210,184</b>	<b>1,509,032</b>	<b>6.6%</b>
<b>Expenses</b>				
<b>Salaries</b>				
Program <sup>(5)</sup>	5,141,291	6,280,294	1,139,003	22.2%
Admin	3,428,316	3,561,847	133,531	3.9%
<b>Total</b>	<b>8,569,607</b>	<b>9,842,141</b>	<b>1,272,534</b>	<b>14.8%</b>
<b>Operating - Team</b>				
Team Travel	1,624,700	1,707,699	82,999	5.1%
Recruiting	474,000	528,645	54,645	11.5%
Equipment	575,350	520,251	(55,099)	-9.6%
Other <sup>(6)</sup>	698,450	895,774	197,324	28.3%
<b>Total</b>	<b>3,372,500</b>	<b>3,652,369</b>	<b>279,869</b>	<b>8.3%</b>
<b>Operating - Admin</b>				
Promo/Advertising <sup>(7)</sup>	252,035	425,876	173,841	69.0%
Develop/Outreach	146,000	179,795	33,795	23.1%
Other <sup>(8)</sup>	1,595,141	2,355,095	759,954	47.6%
<b>Total</b>	<b>1,993,176</b>	<b>2,960,766</b>	<b>967,590</b>	<b>48.5%</b>
<b>Facilities</b>				
Event Mgmt.	1,262,200	1,285,184	22,984	1.8%
Facility Mtc. <sup>(9)</sup>	31,500	333,412	301,912	958.5%
Debt Service	379,469	379,469	-	0.0%
<b>Total</b>	<b>1,673,169</b>	<b>1,998,065</b>	<b>324,896</b>	<b>19.4%</b>
Scholarships	7,092,700	6,199,817	(892,883)	-12.6%
<b>Total Expenses</b>	<b>22,701,152</b>	<b>24,653,158</b>	<b>1,952,006</b>	<b>8.6%</b>
Projected Profit (Loss)	-	(442,974)	(442,974)	

<sup>(1)</sup> Received additional MBB guarantee of \$35,000.  
<sup>(2)</sup> Larger student figures and retention rate than budget.  
<sup>(3)</sup> Nelligan exceeded sponsorship revenue expectations by \$400,000, resulting in \$240,000 increase to Athletics; \$315,000 Coke sponsorship not included in budget.  
<sup>(4)</sup> \$350,000 Miles buyout receipt.  
<sup>(5)</sup> Includes ~\$500,000 in severance payments to former FB staff; higher salaries paid to new FB staff.  
<sup>(6)</sup> Includes \$100,000 FB video system purchase; \$50,000 increase in enhanced FB Training Table.  
<sup>(7)</sup> Original budget did not include \$130,000 in Denver Initiative campaign.  
<sup>(8)</sup> Includes FB search fee of \$325,000 and FB/MBB/WBB transition expenses of \$150,000.  
<sup>(9)</sup> Includes a variety of minor facility renovation projects such as Hughes Stadium electrical upgrade of \$65,000, replace suite window for \$40,000, Moby Team Room upgrade \$60,000, Swim Locker Room \$20,000, replacing the MWC logo at Hughes for \$25,000.



## 3. Athletic Results

## 2011 – 2012 Season Results

SPORT	HEAD COACH	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POST SEASON
<b>Men's:</b>					
Basketball	Tim Miles	8-6	20-12	4th	NCAA 2nd Round
Cross Country	Bryan Berryhill	N/A	N/A	3rd	NCAA Regionals
Football	Steve Fairchild	1-6	3-9	T - 6th	
Golf	Jamie Bermel	N/A	N/A	5th	NCAA Regionals
Indoor Track	Brian Bedard	N/A	N/A	5th	Individual Qualifier for NCAA Regionals
Outdoor Track	Brian Bedard	N/A	N/A	2nd	Individual Qualifier for NCAA Championship
<b>Women's:</b>					
Basketball	Kristen Holt	9-5	13-17	T- 3rd	
Cross Country	Bryan Berryhill	N/A	N/A	2nd	NCAA Regionals
Golf	Angie Collier	N/A	N/A	5th	Individual Qualifier for NCAA Regionals
Indoor Track	Brian Bedard	N/A	N/A	6th	
Outdoor Track	Brian Bedard	N/A	N/A	5th	Individual Qualifier for NCAA Championship
Softball	Jen Fisher	8-4	29-22	T - 2nd	MW Coach of the Year
Swimming	Chris Woodard	N/A	4-7	8th	
Tennis	Jon Messick	0-7	4-16	8th	
Volleyball	Tom Hilbert	12-2	24-6	1st	MW Tournament Champions, NCAA Regionals, MW Coach of the Year
Water Polo	Mike Moody	5-11	8-22	8th	

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## Results – Football (1985 – 2011)

Season	Head Coach	Record (%)	Comment
1985	Leon Fuller	5-7 (.417)	
1986	Leon Fuller	6-5 (.545)	
1987	Leon Fuller	1-11 (.083)	
1988	Leon Fuller	1-10 (.091)	
1989	Earle Bruce	5-5-1 (.500)	
1990	Earle Bruce	9-4 (.692)	Freedom Bowl Champions
1991	Earle Bruce	3-8 (.273)	
1992	Earle Bruce	5-7 (.417)	
1993	Sonny Lubick	5-6 (.455)	
1994	Sonny Lubick	10-2 (.833)	WAC Champions; Holiday Bowl participants; Final national rank #16
1995	Sonny Lubick	8-4 (.667)	WAC Co-Champions; Holiday Bowl participants
1996	Sonny Lubick	7-5 (.583)	
1997	Sonny Lubick	11-2 (.846)	WAC Champions; Holiday Bowl Champions, Final national rank #17
1998	Sonny Lubick	8-4 (.667)	
1999	Sonny Lubick	8-4 (.667)	Mountain West Co-Champions; Liberty Bowl participants
2000	Sonny Lubick	10-2 (.833)	Mountain West Champions; Liberty Bowl Champions; Final national rank #14
2001	Sonny Lubick	7-5 (.583)	New Orleans Bowl Champions
2002	Sonny Lubick	10-4 (.714)	Mountain West Champions; Liberty Bowl Participants
2003	Sonny Lubick	7-6 (.538)	San Francisco Bowl participants
2004	Sonny Lubick	4-7 (.364)	
2005	Sonny Lubick	6-6 (.500)	Poinsettia Bowl participants
2006	Sonny Lubick	4-8 (.333)	
2007	Sonny Lubick	3-9 (.250)	
2008	Steve Fairchild	7-6 (.538)	New Mexico Bowl Champions
2009	Steve Fairchild	3-9 (.250)	
2010	Steve Fairchild	3-9 (.250)	
2011	Steve Fairchild	3-9 (.250)	
		156-160-1 (.492)	Sonny Lubick won 60% of his games over 15-year period (108-72)

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## Results – Men's Basketball (1985 – 2012)

Season	Head Coach	Record (%)	Comment
1985-86	Tiny McAndrews	11-18 (.379)	
1986-87	Tiny McAndrews	13-16 (.448)	
1987-88	Boyd Grant	22-13 (.629)	National Invitation Tournament 3rd-Place Game
1988-89	Boyd Grant	23-10 (.697)	WAC Champions; NCAA Second Round
1989-90	Boyd Grant	21-9 (.700)	WAC Co-Champions; NCAA First Round
1990-91	Boyd Grant	15-14 (.517)	
1991-92	Stew Morrill	14-17 (.452)	
1992-93	Stew Morrill	17-12 (.586)	
1993-94	Stew Morrill	15-13 (.536)	
1994-95	Stew Morrill	17-14 (.548)	
1995-96	Stew Morrill	18-12 (.600)	National Invitation Tournament First Round
1996-97	Stew Morrill	20-9 (.690)	
1997-98	Stew Morrill	20-9 (.690)	National Invitation Tournament First Round
1998-99	Ritchie McKay	19-11 (.633)	National Invitation Tournament Quarterfinals
1999-00	Ritchie McKay	18-12 (.600)	
2000-01	Dale Layer	15-13 (.536)	
2001-02	Dale Layer	12-18 (.400)	
2002-03	Dale Layer	19-14 (.576)	Mountain West Tournament Champions; NCAA First Round
2003-04	Dale Layer	13-16 (.448)	
2004-05	Dale Layer	11-17 (.393)	
2005-06	Dale Layer	16-15 (.516)	
2006-07	Dale Layer	17-13 (.567)	
2007-08	Tim Miles	7-25 (.219)	
2008-09	Tim Miles	9-22 (.290)	
2009-10	Tim Miles	16-16 (.500)	College Basketball Invitational 1st Round
2010-11	Tim Miles	19-13 (.594)	National Invitation Tournament 1st Round
2011-12	Tim Miles	<u>20-12 (.625)</u>	NCAA 1st Round; First 20-win season since 1997-98
		437-383 (.533)	

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## Results – Women's Basketball (1985 – 2012)

Season	Head Coach	Record (%)	Comment
1985-86	Lee Swayze	7-21 (.250)	
1986-87	Brian Berger	9-19 (.321)	
1987-88	Brian Berger	13-15 (.464)	
1988-89	Brian Berger	13-15 (.464)	
1989-90	Jan Martin	12-16 (.429)	
1990-91	Greg Williams	11-16 (.407)	
1991-92	Greg Williams	8-19 (.296)	
1992-93	Greg Williams	13-14 (.481)	
1993-94	Greg Williams	15-14 (.517)	
1994-95	Greg Williams	14-13 (.519)	
1995-96	Greg Williams	26-5 (.839)	WAC Co-Champions; NCAA Second Round
1996-97	Greg Williams	21-7 (.750)	
1997-98	Tom Collen	24-6 (.800)	WAC Mountain Division Champions; NCAA Second Round
1998-99	Tom Collen	33-3 (.917)	WAC Mountain Division Champions; NCAA Sweet 16; Final national rank #7
1999-00	Tom Collen	23-10 (.697)	Women's National Invitation Tournament Semifinals
2000-01	Tom Collen	25-7 (.781)	Mountain West Tournament Champions; NCAA Second Round
2001-02	Tom Collen	24-7 (.774)	Mountain West Champions; NCAA First Round; Final national rank #20
2002-03	Chris Denker	21-13 (.618)	Women's National Invitation Tournament Semifinals
2003-04	Chris Denker	17-12 (.586)	Women's National Invitation Tournament First Round
2004-05	Chris Denker	15-13 (.536)	
2005-06	Jen Warden	9-20 (.310)	
2006-07	Jen Warden	8-21 (.276)	
2007-08	Jen Warden	4-28 (.125)	
2008-09	Kristen Holt	10-21 (.323)	
2009-10	Kristen Holt	13-17 (.433)	
2010-11	Kristen Holt	14-16 (.467)	
2011-12	Kristen Holt	<u>13-17 (.433)</u>	
		415-385 (.519)	1995 – 2002, Becky Hammond/Tom Collen era, we were 176-45 (.800)

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## Results – Women’s Volleyball (1985 – 2012)

Season	Head Coach	Record (%)	Comment
1985	Rich Feller	26-9 (.743)	HCAC Champions; NCAA Second Round; Final rank #15
1986	Rich Feller	27-12 (.692)	NCAA First Round; Final rank #20
1987	Rich Feller	27-6 (.818)	NCAA Second Round; Final rank #6
1988	Rich Feller	22-12 (.647)	NCAA Second Round
1989	Rich Feller	16-14 (.533)	
1990	Rich Feller	15-18 (.455)	
1991	Rich Feller	19-12 (.613)	
1992	Rich Feller	19-11 (.633)	
1993	Rich Feller	19-11 (.633)	
1994	Rich Feller	12-19 (.387)	
1995	Rich Feller	21-11 (.656)	NCAA First Round
1996	Rich Feller	23-11 (.676)	NCAA Second Round
1997	Tom Hilbert	27-6 (.818)	NCAA Second Round; Final rank #19
1998	Tom Hilbert	24-8 (.750)	WAC Mountain Division Champions; NCAA Second Round
1999	Tom Hilbert	30-3 (.909)	MW Tournament Champions; NCAA Sweet 16; Final rank #12
2000	Tom Hilbert	32-5 (.865)	MW champions; NCAA Sweet 16; Final rank #10
2001	Tom Hilbert	29-4 (.879)	MW champions; NCAA Sweet 16; Final rank #10
2002	Tom Hilbert	22-10 (.688)	MW champions; NCAA first round
2003	Tom Hilbert	30-5 (.857)	MW Champions; Tournament Champions; NCAA Sweet 16; Final rank #14
2004	Tom Hilbert	26-4 (.867)	MW Champions; Tournament Champions; NCAA First Round; Final rank #19
2005	Tom Hilbert	21-9 (.700)	NCAA Second Round
2006	Tom Hilbert	20-10 (.667)	MW Tournament Champions; NCAA First Round
2007	Tom Hilbert	23-8 (.742)	MW Champions; NCAA Second Round
2008	Tom Hilbert	23-7 (.767)	NCAA Second Round; Final rank #24
2009	Tom Hilbert	25-6 (.806)	MW Champions; NCAA Sweet 16; Final rank #17
2010	Tom Hilbert	26-5 (.839)	MW Champions; NCAA Second Round; Final rank #16
2011	Tom Hilbert	<del>24-6 (.800)</del>	MW Champions; Tournament Champions; NCAA Second Round; Final rank #25
		628-240 (.724)	Hilbert is 382-96 (.800) over 15-years; NCAA appearance in every year' top 20 ranking 8 times.

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## Results – Men’s Golf (1990 – 2012)

Season	Head Coach	# of Tourn.	Conf. Finish	Wins	Team 2nd's	Team Top 10	Best/Worst Finishes	Comments
1990-91	Mark Crabtree	15	9th	2	2	12	1st/14th	
1991-92	Mark Crabtree	10	7th (WAC)	1	0	5	1st/13th	
1992-93	Mark Crabtree	11	9th	0	1	7	2nd/16th	
1993-94	Mark Crabtree	11	4th	1	1	6	1st/18th	
1994-95	Mark Crabtree	12	2nd	0	1	6	2nd/T22nd	
1995-96	Mark Crabtree	13	2nd	0	3	7	2nd/T16th	NCAA Regionals
1996-97	Mark Crabtree	13	10th	2	1	11	1st/17th	NCAA Regionals
1997-98	Mark Crabtree	12	5th	1	2	10	1st/12th	NCAA Regionals
1998-99	Mark Crabtree	15	7th (WAC)	1	0	12	1st/T24th	NCAA Regionals & Championships
1999-00	Jamie Bermel	13	3rd	1	1	10	2nd/T19th	NCAA Regionals
2000-01	Jamie Bermel	13	3rd	1	1	11	1st/17th	NCAA Regionals
2001-02	Jamie Bermel	13	5th	1	0	9	1st/23rd	NCAA Regionals
2002-03	Jamie Bermel	13	6th	1	0	12	1st/19th	NCAA Regionals
2003-04	Jamie Bermel	13	5th	5	0	11	1st/18th	NCAA Regionals; MW Coach of the Year
2004-05	Jamie Bermel	13	5th	0	1	7	2d/20th	NCAA Regionals
2005-06	Jamie Bermel	12	6th	0	1	11	2nd/16th	
2006-07	Jamie Bermel	13	4th	0	1	12	2nd/T16th	NCAA Regionals
2007-08	Jamie Bermel	12	1st	3	0	10	1st/23rd	NCAA Regionals; MW Coach of the Year
2008-09	Jamie Bermel	12	5th	5	1	12	1st/8th	NCAA Regionals
2009-10	Jamie Bermel	12	1st	4	0	10	1st/13th	NCAA Regionals; MW Coach of the Year
2010-11	Jamie Bermel	13	4th	1	1	11	1st/30th	NCAA Regionals & Championships
2011-12	Jamie Bermel	11	5th (MW)	0	1	9	2nd/14th	NCAA Regionals

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## Results – Women’s Golf (1990 – 2012)


Season	Head Coach	# of Tourn.	Conf. Finish	Team Wins	Team 2nd's	Team Top 10	Best/Worst Finishes	Comments
1990-91	Mark Crabtree						4th	
1991-92	Mark Crabtree						4th	
1992-93	Terri Loney	10		1	0	6		
1993-94	Terri Loney	12		1	3	7	1st/15th	
1994-95	Mark Crabtree	10		1	1	5	1st/17th	
1995-96	Amie Carrigan	11		0	1	5	2nd/20th	
1996-97	Amie (Carrigan) Jensen	10		0	0	8	3rd/17th	
1997-98	Amie Jensen	10		0	0	7	3rd/12th	
1998-99	Amie Jensen	12	9th (WAC)	0	1	9	2nd/13th	
1999-00	Amie Jensen	11	3rd	0	0	8	3rd/14th	MW Coach of the Year
2000-01	Megan Menzel	12	T2nd	1	2	10	1st/15th	NCAA Regionals
2001-02	Megan Menzel	11	3rd	2	1	9	1st/14th	NCAA Regionals
2002-03	Angie Hopkins	11	3rd	0	1	7	2nd/14th	
2003-04	Angie Hopkins	10	5th	0	1	8	2nd/17th	
2004-05	Angie Hopkins	10	3rd	1	2	9	1st/11th	NCAA Regionals; MW Coach of the Year
2005-06	Angie Hopkins	10	6th	0	0	3	5th/18th	
2006-07	Angie Hopkins	10	5th	0	0	6	4th/13th	
2007-08	Angie Hopkins	11	5th	0	0	6	3rd/17th	
2008-09	Angie Hopkins	10	4th	0	1	8	2nd/13th	MW Coach of the Year
2009-10	Angie Hopkins	12	3rd	1	1	7	1st/15th	NCAA Regionals
2010-11	Angie Hopkins	12	6th	0	1	4	2nd/13th	Individual NCAA Regional Qualifier (Espinoza)
2011-12	Angie (Hopkins) Collier	11	5th (MW)	0	1	7	2nd/16th	Individual NCAA Regional Qualifier (Espinoza)



## 4. Academic Results

**Academic Results (Academic Progress Rate): (2006 – 2011)**

PROGRAM	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Single Year	Multi-Year	Single Year	Multi-Year	Single Year	Multi-Year	Single Year	Multi-Year	Single Year	Multi-Year
<b>Men's:</b>										
Basketball	773	865	950	859	920	859	1000	914	940	953
Cross Country	1000	985	1000	992	955	985	1000	986	1000	985
Football	931	941	948	944	955	945	958	948	954	954
Golf	1000	952	1000	984	1000	1000	949	986	971	978
Track - Indoor	1000	963	979	967	960	969	980	980	968	972
Track - Outdoor	1000	963	979	967	960	969	980	980	968	972
<b>Women's:</b>										
Basketball	893	939	1000	948	979	947	907	949	925	959
Cross Country	975	982	977	980	1000	983	1000	994	976	994
Golf	929	969	1000	967	1000	963	1000	981	1000	1000
Softball	968	964	984	968	1000	973	931	970	957	967
Swimming	973	972	981	973	967	970	993	979	992	983
Tennis	1000	949	1000	978	967	979	1000	993	1000	993
Track - Indoor	961	974	967	968	1000	968	966	973	961	973
Track - Outdoor	961	974	967	968	1000	968	983	977	961	977
Volleyball	929	964	979	968	1000	984	1000	984	1000	1000
Water Polo	1000	993	948	979	952	968	919	953	1000	953
<b>TOTAL</b>	<b>955</b>	<b>958</b>	<b>970</b>	<b>960</b>	<b>973</b>	<b>961</b>	<b>970</b>	<b>967</b>	<b>967</b>	<b>970</b>



## 5. Compliance & Behavior Report

## Compliance

Colorado State is 1 of only 17 universities to have no NCAA major violations:

- This is a core value; we are proud of this and we do not take it for granted.
- We have numerous minor violations; the rules are complex and niggly:
  - If you are not reporting minor violations, you are not paying attention or you are not playing by the rules.
  - In 2011/12, we reported 8 violations.
- Four involved recruiting:
  - Two for recruiting phone calls that were made outside of the permissible telephone call period.
  - One for sending an impermissible recruiting text.
  - One for sending written correspondence prior to the first permissible date.
- The other four included:
  - Student-athlete using tobacco products during practice or competition.
  - Impermissible in-person scouting of a future opponent.
  - Re-tweeting a verbal recruiting commitment.
  - Practice player participating prior to being certified.

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## Behavior

We are committed that every student-athlete and coach represent our University well. We hold them to a higher standard; they are highly visible.

- The three football players who were dismissed have enabled us to get the attention of all athletes. They understand our commitment to hold them accountable.
- The culture of our football team was not healthy; McElwain has taken aggressive steps to change that culture. He is not done . . . this takes time.
- The vast majority of our issues have emanated from the football program; we have “called them out”.

We launched a Character Development program in early spring in collaboration with Dr. Blanche Hughes (Student Affairs); the curriculum is being developed.

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**Board of Governors**  
The Case for an Investment in Athletics

August 3, 2012  
Pueblo, Colorado  
Presenter: Jack Graham, Director of Athletics

**Agenda**

- I. The purpose of Athletics; our goals and objectives.
- II. How we accomplish our goals and fulfill our purpose.
- III. Baseline analysis of current capabilities:
  - Comparative information.
  - Assessment of Athletic Department.
  - Assessment of Sports Programs.
- IV. Proposed investment in athletics.

**Appendices – Financial Proforma**

Appendix 1: Key data output; analysis Low, Base, High revenue scenarios.

Appendix 2: Sample Proforma: Base Revenue, B-2 Stadium Gift (\$100M).

**I. The Purpose of Athletics; Our Goals & Objectives**

**The Purpose of Athletics**

Intercollegiate athletics exist at Colorado State to serve our University. We are fully committed to giving all deserving students the opportunity to earn a degree at an affordable cost. We do this by:

1. **Delivering Top-of-Mind Awareness:** Through competitive success, we become central to the national discussion about collegiate athletics thereby delivering meaningful exposure to our University. This advertising produces brand recognition and "top-of-mind awareness" of Colorado State. This contributes materially and directly to our objective to recruit 5,000 out-of-state students to help replace diminishing financial support from the state.
2. **Projecting Excellence:** Through competitive success and quality student-athletes, project a reputation of excellence. Athletics is the window through which the country looks at our University. Athletics must reflect the excellence that is Colorado State.
3. **Uniting our Community:** Through traditions and competitive success, unity and bind our student body, faculty, staff, alumni and broader community to Colorado State. Doing so will:
  - Create functional and valuable networks;
  - Create pride in our University;
  - Spawn giving back (time and money).

**Goals & Objectives of Athletics**

To serve our Purpose, we have set the following four Goals & Objectives:

1. **Character:** Recruit student-athletes and coaches of high moral character who will represent our University as model citizens of Colorado State; deliver resources that will enable them to build and maintain a strong character with high moral standards. Run a Department that adheres to all rules in fact and in spirit; perpetuate our record of no major NCAA violations.
2. **Academics:** Always meet or exceed NCAA Graduation rate requirements; deliver resources to assist our student-athletes' academic aspirations.
3. **Win:** Deliver consistently successful results, particularly in those sports that can deliver top-of-mind awareness to our University:
  - **Football:** Win not < 60% of our games (8 wins); participate in quality bowl games; be consistently ranked in the Top 25.
  - **Baseball:** Win not < 60% of our games (18 wins); regularly compete to win the Conference Championship and Tournament; regularly participate in the NCAA Tournament.
  - **Women's Softball:** Win not < 60% of our games (18 wins); regularly compete to win the Conference Championship and Tournament; regularly participate in the NCAA Tournament.
  - **Soft, Track & Field:** Regularly produce nationally/internationally prominent athletes, e.g., Matt Lark, Jayly O'Leary.
  - **Other Programs (Women's Tennis, Women's Softball, Women's Swimming & Diving, Women's Water Polo):** Win 60% of our games/matches; project excellence.
4. **Financial Results:** Build athletic programs and Athletic Department business capabilities that will enable the Department to, over time, make itself from University subsidies. Optimally, become profitable to enable the Department to contribute revenue back to the University.

**Byproducts of Meeting Our Goals, Fulfilling Our Purpose**

Advertising and exposure that communicates:

- Excellence in Leadership.
- Excellence in Academics.
- Excellence in Research.
- Excellence in Athletics.
- Excellence in People.
- A Forward-Thinking University.
- The "Green University" . . . sustainability.
- The History of Colorado State.
- The Future of Colorado State.
- What a great place Fort Collins is to live . . .

Successful athletics will deliver media attention which will communicate excellence; **excellence attracts talented people, ideas and capital (across our community . . . not just to athletics).**

**Are Our Goals Feasible?**

**Results – Football**

During the Lubick Era (94 – 05), we won 60% of our games (108-72), played in 10 bowl games, and won the Conference championship 6 times. We believe Jim McElwain will reestablish winning traditions.

Season	Head Coach	Record (F/G)	Comments
1988	Larry Fuller	8-2 (4/7)	
1989	Larry Fuller	8-1 (4/5)	
1990	Larry Fuller	5-3 (2/5)	
1991	Larry Fuller	5-1 (2/3)	
1992	Earle Bruce	9-4 (5/2)	Freedom Bowl Champions
1993	Earle Bruce	5-6 (2/4)	
1994	Sonny Lubick	8-2 (3/5)	
1995	Sonny Lubick	8-4 (4/7)	WAC Champions; Hobas Bowl Champions; First national rank #1
1996	Sonny Lubick	7-2 (3/5)	WAC Co-Champions; Hobas Bowl Champions
1997	Sonny Lubick	11-2 (6/4)	WAC Champions; Hobas Bowl Champions; First national rank #1
1998	Sonny Lubick	8-4 (4/7)	
1999	Sonny Lubick	8-4 (4/7)	
2000	Sonny Lubick	10-2 (4/6)	Mountain West Co-Champions; Liberty Bowl participants
2001	Sonny Lubick	7-2 (3/5)	Mountain West Champions; Liberty Bowl Champions; First national rank #1
2002	Sonny Lubick	8-4 (4/7)	New Orleans Bowl Champions
2003	Sonny Lubick	8-4 (4/7)	Mountain West Champions; Liberty Bowl participants
2004	Sonny Lubick	4-7 (3/4)	San Francisco Bowl participants
2005	Sonny Lubick	8-4 (4/7)	Mountain West Champions
2006	Sonny Lubick	4-8 (3/5)	
2007	Sonny Lubick	3-8 (2/6)	
2008	Steve Farnold	7-6 (3/5)	New Mexico Bowl Champions
2009	Steve Farnold	3-8 (2/6)	
2010	Steve Farnold	5-8 (2/6)	
2011	Steve Farnold	5-8 (2/6)	
		105-72 (71-42)	

**Results – Men's Basketball**

During Boyd Grant's (87 – 96) and Bill Morris's (96 – 99) tenures, we consistently won > 60% of our games with 20+ win seasons and regularly participated in NIT and NCAA Tournaments. In 2011/12 we won 25 games and went to the NCAA Tournament. We are confident Larry Eustachy will improve upon and institutionalize this winning culture.

Season	Head Coach	Record (F/G)	Comments
1987-88	Thy McPherson	11-16 (2/7)	
1988-89	Thy McPherson	13-16 (4/5)	
1989-90	Boyd Grant	21-11 (10/1)	National Invitation Tournament 1st Round Game
1990-91	Boyd Grant	23-10 (10/1)	WAC Champions; NCAA Second Round
1991-92	Boyd Grant	20-10 (10/1)	WAC Co-Champions; NCAA First Round
1992-93	Boyd Grant	15-14 (8/7)	
1993-94	Steve Morris	14-17 (4/9)	
1994-95	Steve Morris	17-12 (8/6)	
1995-96	Steve Morris	18-13 (8/6)	
1996-97	Steve Morris	17-14 (7/6)	
1997-98	Steve Morris	20-10 (10/1)	National Invitation Tournament First Round
1998-99	Steve Morris	20-10 (10/1)	National Invitation Tournament Quarterfinal
1999-00	Bill Morris	18-13 (8/6)	
2000-01	Bill Morris	18-13 (8/6)	
2001-02	Dale Leyer	18-12 (8/6)	
2002-03	Dale Leyer	18-14 (9/6)	Mountain West Tournament Champions; NCAA First Round
2003-04	Dale Leyer	13-16 (4/8)	
2004-05	Dale Leyer	17-12 (8/6)	
2005-06	Dale Leyer	18-10 (8/6)	
2006-07	Dale Leyer	17-12 (8/6)	
2007-08	Tim Miles	3-25 (2/1)	
2008-09	Tim Miles	12-22 (2/1)	
2009-10	Tim Miles	16-16 (8/8)	College Basketball National 1st Round
2010-11	Tim Miles	19-13 (9/4)	National Invitation Tournament 1st Round
2011-12	Tim Miles	25-11 (12/1)	NCAA 1st Round; First 25-win season since 1997-98

### Results – Women's Basketball

Between 1992-2004 we won 73% of our games (214-73) we won the Conference championship 5 times, we participated in the NCAA Tournament 5 times (including 3 second round and 1 Sweet 16 appearance), and we were ranked #7 in 1995-1999. We believe Ryan Williams will restate these winning traditions and meet our standards.

Season	Head Coach	Record (%)	Comments
1992-93	Lee Reynolds	7-20 (25%)	
1993-94	Brian Berger	9-19 (32%)	
1994-95	Brian Berger	12-16 (43%)	
1995-96	Brian Berger	13-10 (57%)	
1996-97	Jan Warren	16-14 (53%)	
1997-98	Greg Williams	11-10 (48%)	
1998-99	Greg Williams	8-18 (30%)	
1999-00	Greg Williams	13-14 (48%)	
2000-01	Greg Williams	15-14 (52%)	
2001-02	Greg Williams	16-11 (59%)	
2002-03	Greg Williams	20-11 (65%)	WAC Co-Champions, NCAA Second Round
2003-04	Tom Cohen	24-4 (86%)	WAC Mountain Division Champions, NCAA Second Round
2004-05	Tom Cohen	25-2 (92%)	WAC Mountain Division Champions, NCAA Second Round, First round win #1
2005-06	Tom Cohen	23-3 (89%)	Women's National Institute Tournament Semifinal
2006-07	Tom Cohen	24-1 (79%)	Mountain West Tournament Champions, NCAA Second Round
2007-08	Tom Cohen	24-7 (77%)	Mountain West Champions, NCAA First Round, Final round win #2
2008-09	Chris Decker	21-12 (63%)	Women's National Institute Tournament Semifinal
2009-10	Chris Decker	15-13 (53%)	Women's National Institute Tournament First Round
2010-11	Jan Warren	9-21 (29%)	
2011-12	Jan Warren	9-21 (29%)	
2012-13	Kristen Hult	14-10 (44%)	
2013-14	Kristen Hult	13-22 (42%)	

### Results – Women's Volleyball

We have had a tradition of excellence in Women's Volleyball with little interruption for 25 years. Under Tom Hilliard's leadership, we have won 80% of our matches (382-96), appeared in the NCAA Tournament every year for his coached, and we have been ranked in the Top 20 eight times. The Volleyball team's Academic Progress Rate is a perfect 1,000 over four years with a team GPA > 3.0. This is what excellence looks like.

Season	Head Coach	Record (%)	Comments
1987	Rich Ficker	20-6 (77%)	NCAA Champions, NCAA Second Round, Final win #1
1988	Rich Ficker	21-2 (91%)	NCAA First Round, Final win #2
1989	Rich Ficker	22-1 (95%)	NCAA Semifinal, Final win #3
1990	Rich Ficker	23-0 (100%)	NCAA Second Round
1991	Rich Ficker	16-14 (53%)	
1992	Rich Ficker	15-10 (45%)	
1993	Rich Ficker	16-13 (55%)	
1994	Rich Ficker	19-11 (63%)	
1995	Rich Ficker	19-13 (59%)	
1996	Rich Ficker	21-11 (66%)	
1997	Tom Hilliard	23-1 (98%)	NCAA Second Round
1998	Tom Hilliard	24-1 (98%)	NCAA Second Round, Final win #1
1999	Tom Hilliard	25-1 (96%)	NCAA Second Round, Final win #1
2000	Tom Hilliard	32-0 (100%)	NCAA Second Round, Final win #1
2001	Tom Hilliard	24-3 (87%)	NCAA Second Round, Final win #1
2002	Tom Hilliard	22-10 (69%)	NCAA Second Round, Final win #1
2003	Tom Hilliard	30-4 (88%)	NCAA Second Round, Final win #1
2004	Tom Hilliard	24-4 (86%)	NCAA Second Round, Final win #1
2005	Tom Hilliard	21-4 (70%)	NCAA Second Round
2006	Tom Hilliard	23-10 (70%)	NCAA Second Round
2007	Tom Hilliard	23-11 (68%)	NCAA Second Round
2008	Tom Hilliard	23-7 (77%)	NCAA Second Round, Final win #1
2009	Tom Hilliard	25-6 (81%)	NCAA Second Round, Final win #1
2010	Tom Hilliard	26-3 (89%)	NCAA Second Round, Final win #1
2011	Tom Hilliard	26-3 (89%)	NCAA Second Round, Final win #1
2012	Tom Hilliard	26-3 (89%)	NCAA Second Round, Final win #1

### Nationally Prominent Athletes: Men's Golf, Track & Field

With great coaches and resources, we have the ability to recruit exceptional athletes to Colorado State.

Golf Professionals	Track & Field Olympians
1. Martin Laird	1. Glenn Morris - Decathlon (1936)
	2. Paul Green - 200 Meters (1962, 1963)
	3. Wendy Hoenig Knudson - 400 Meters (1972, 1976)
	4. Libby Hickman - 10,000 Meters (2000)
	5. Casey Malone - Discus (2004, 2008)
	6. Loree Smith - Hammer (2008)
	7. Janey DeLoach - Long Jump (2012)
	<b>Other CSU Olympians</b>
	1. Greg Duhamel - Bobsled (1994)
	2. Sherri Danielson - Volleyball (1998)
	3. Scott Stull - Bobsled (1994)
	4. Amy Van Dyken - Swimming (1996, 2000)
	5. Teri Kometz Goldberg - Softball (2000)
	6. Becky Hammon - Basketball (2008)

Awarded Gold Medals

### Goals & Objectives; Purpose (Summary)

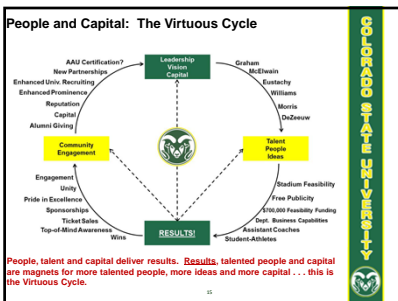
Purpose	Goals & Objectives
1. <b>Top of Mind Awareness</b> of Colorado State to help solidify our University's financial future.	1. <b>Character:</b> Student-athletes and coaches of high moral character who will represent us as model citizens.
2. <b>Project Excellence</b> through competitive success.	2. <b>Academics:</b> Successfully graduate student-athletes and give them opportunities to excel.
3. <b>Unify Our Community</b> through traditions and competitive excellence.	3. <b>Win:</b> Deliver exemplary competitive results.
	4. <b>Financial Independence:</b> The Athletic Department will become independent of financial subsidies from the University.

### II. How Do We Accomplish Our Goals and Fulfill Our Purpose?

### How Do We Accomplish Our Goals, Fulfill Our Purpose?

1. **People.**
2. **Capital.**

Like every organization, for the Athletic Department to succeed, we must attract and retain great people and we must give them the tools and resources they need to operate and compete effectively – which requires capital.



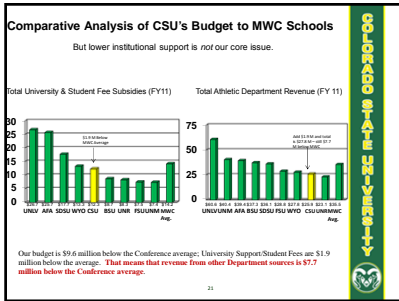
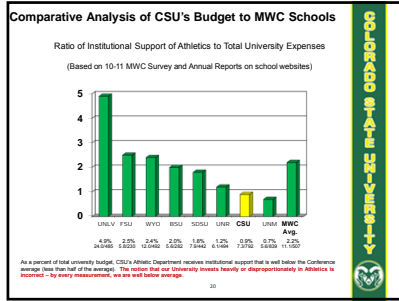
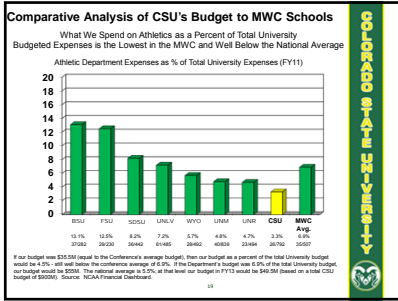
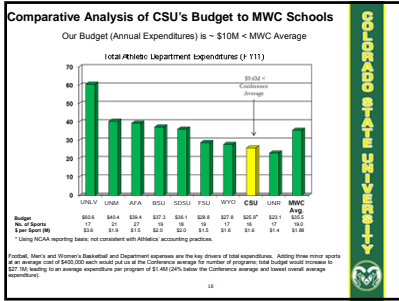
### Capital

Great people need to have functional tools and adequate resources to operate and compete effectively. Large capital projects (bobsled) can be substantially funded through private donations. Resources/personnel are required to maximize the value and utility of these assets (i.e. business capabilities to run them). These business capabilities will contribute materially to increasing Department self-generated revenue. We are in great need of seed capital to build these business capabilities.

OPERATING BUDGETS	FACILITIES (Phased)
1. <b>Dispositional/Operational:</b> <ul style="list-style-type: none"> <li>Personnel – Salaries</li> <li>Marketing, Event Promotions</li> <li>Sales, Tickets, Fan Club Memberships</li> <li>Development</li> <li>Sponsorships/Overseasments</li> <li>Concessions/Parking/Logo Gear</li> <li>Conference Affiliation</li> <li>Media Rights</li> <li>Academic Administration</li> <li>Compliance</li> <li>Strength &amp; Conditioning</li> <li>Training Room</li> <li>Nutrition</li> <li>Recruit/Retain/Develop Coaches</li> </ul>	1. Football Stadium 2. Aquatics Center 3. Soccer Facilities 4. Locker Rooms 5. Administration Offices 6. Training Room Expansion 7. Strength & Conditioning Facility 8. Academic Learning Center Expansion 9. Cross Country Course 10. Indoor Track & Field Facility 11. Outdoor Track & Field Facility
2. <b>Structural/Operational:</b> <ul style="list-style-type: none"> <li>Personnel – Salaries for Coaches</li> <li>Equipment &amp; Apparel</li> <li>Travel</li> <li>Recruiting</li> <li>Video Production</li> <li>Game Guarantees</li> <li>Scholarships</li> </ul>	

### III. Baseline Analysis of Current Capabilities

- Comparative Information.
- Assessment of Athletic Department.
- Assessment of Sports Programs.

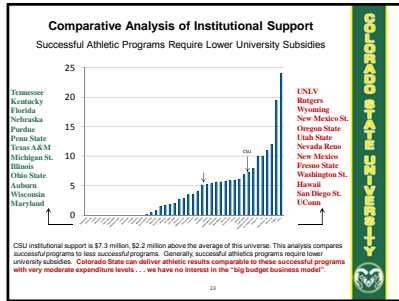


### Comparative Analysis of CSU's Budget to MWC Schools

Analysis of Revenue Shortfall

Source of Revenue	CSU Revenue	Conference Average	Difference	CSU Ranking
Ticket Sales	\$2,929,000	\$ 5,268,000	\$2,339,000	9 <sup>th</sup>
Donations/Contributions	\$2,971,000	\$ 5,409,000	\$2,438,000	7 <sup>th</sup>
Game Guarantees	\$ 221,000	\$ 644,000	\$ 423,000	8 <sup>th</sup>
Concessions/Parking Programs	\$ 397,000	\$ 823,000	\$ 426,000	8 <sup>th</sup>
Advertisements, Sponsorships	\$2,927,000	\$ 3,201,000	\$ 274,000	8 <sup>th</sup>
TOTAL	\$9,445,000	\$15,345,000	\$5,900,000	8 <sup>th</sup>

We are last or in the bottom quartile in all financial results that are tied to Department business capabilities. The long-term solution is to develop winning athletic programs and effective business capabilities that deliver meaningful self-generated revenue.



### Assessment of Upside

Meaningful upside exists for our University if we deliver successful athletic results.

- Successful Athletic Results (def.)** Win and run an effective business as an Athletic Department with people of strong character who graduate.
- Factors that present meaningful upside:**
  - Low budget; nominal investment in athletics.
  - Very low level of business capabilities in the Department; intelligent investments are likely to produce disproportionate returns.
  - Old facility with high deferred maintenance may be replaced with modern multi-use facility that can generate substantially higher revenue; built with non-University capital (private funds).
  - Recent poor performance can be turned around in reasonable timeframe with intelligent investments; disproportionate returns are likely (more wins, higher attendance, better ticket sales).
- "Doing nothing"** will perpetuate current subsidy levels and is likely to deliver same poor results. Moderate 1x investments to enable programs to compete effectively and the Department to build business capabilities can deliver meaningful upside to Colorado State.
  - Top-of-Mind Awareness.
  - Excellence.
  - Unity and Pride... giving back.

### We Have Meaningful Potential & Upside

University	Home Games	Total Season Attendance	Average Attendance Per Game
Alabama	6	600,541	65,792
Wisconsin	7	558,692	79,813
Michigan State	7	515,545	74,078
Arkansas	7	468,933	66,990
BYU	7	427,898	60,265
Texas Tech	6	332,081	55,347
Iowa State	6	321,880	53,647
CU	5	251,777	50,355
Wichita	8	398,380	49,548
Kansas State	7	343,209	49,020
Utah	6	278,094	45,149
Colorado State	6	131,202	21,867

Source: 2011 NCAA Attendance records.  
Successful results will increase attendance; increased football attendance will drive Alumni participation... which will enhance giving.

### Baseline Assessments

### Assessment of Athletic Department

Department has high need to improve its business capabilities, we rank at or near the bottom of the Conference in results in virtually all categories related to self-generated revenue. We have no marketing employees and fewest media personnel in our Conference.

- Current structure and resources lack expertise and experience in critical revenue generation functions, and structure is hierarchical. A full and functional team is being put in place who have proven expertise and experience.
- Have hired Deputy Director of Athletics (John Morris) to lead and run the day-to-day operations of the Department.

To achieve base business capabilities, we need to add ~15 people at an estimated cost of ~\$1.5M annually.

■ Positions to be filled (3 leadership and 6 staff positions).  
■ Recently filled (3 leadership).

### Assessment of Sports Programs

■ Strong Top-of-Mind Awareness Potential.  
■ Recently Hired.  
■ We have a solid contingent of coaches who can deliver our goals.  
■ However, our sports programs require additional operating capital to enhance competitive effectiveness.

### IV. Proposed Investment in Athletics

### An Investment in Athletics – How It Will Be Used

To achieve our goals and fulfill our purpose, investment is needed to:

- Build business capabilities in the Athletic Department (marketing, development, sales).
- Increase the resources in our Sports Programs to enable them to compete more effectively (salaries for coaches, travel, recruiting, equipment).

### Proposed Investment in Athletics

We are asking the University to consider the following investments:

- Commitment to infuse the Athletic Department's \$4.5M reserve into our Operating Budget.
- Consider a \$2M increase to our Base University Support above the current scholarship support level to move us to the Conference institutional support average.
- Consider a waiver of the debt remaining on the late 90's enhancement project to Moby Auditorium. Final payment is due in 2019 at \$374,000 annually.
- Consider a one-time operating capital infusion that will average approximately \$2.5M annually over a 4 year period.
- Consider a Board-authorized contingent debt facility up to \$15M to be released under both the following conditions:
  - Adequate unencumbered capital has been raised to finance the on-campus stadium to minimize the risk that the Department or the University will be over-burdened with debt service; and
  - Adequate self-generated revenue is being realized, or is imminent, to support the Athletic Department budget.
- Consider support to pursue the construction of a multi-use, on-campus stadium financed through private funds and stadium-generated revenue.

Investments will be made first out of the Department Reserve (R1), second out of the one-time capital infusion (R4), and third out of the contingent debt facility (R5).

### Analysis of Investment

### Analysis of Investments

A 25-year Income Statement Financial Proforma has been constructed to model our business plan against three revenue levels:

- A Low Revenue case (unfavorable revenue);
- A Base Revenue case (expected revenue);
- A High Revenue case (favorable revenue).

"Debt Service on Stadium" is the only variable we considered with regard to expenses – higher Stadium Gift Donations will produce lower levels of Debt Service on the Stadium. Therefore, 15 scenarios have been analyzed:

	Low Gift (\$40M/\$11.9M)	Base - 1 Gift (\$75M/\$10.1M)	Base - 2 Gift (\$100M/\$9.7M)	Base - 3 Gift (\$125M/\$9.2M)	High Gift (\$200M/\$1.2M)
Low Revenue	X	X	X	X	X
Base Revenue	X	X	X	X	X
High Revenue	X	X	X	X	X

### Key Revenue Drivers (Self-Generated)

- Ticket Sales.
- Conference Revenue:
  - Media Rights.
  - BCS Distributions.
  - NCAA Basketball Tournament Distributions.
- Suite Sales and Premium Seating Donations: On-Campus Stadium.
- Student Fees.
- Annual Giving.
- Sponsorships.

\* Excludes infusion of Department Reserve, all University support and proceeds of LOC. FY 12 is actual number.

### Key Expense Drivers

- Sports Program Salaries.
- Scholarships.
- Administrative Salaries.
- Team Travel.
- Recruiting.
- Events Management.

Investments will be made pragmatically over a 4-year period. Our focus is hiring great people and building functional capabilities. We can achieve our goals (with quality people, graduate) and fulfill our purpose with our operating budget below \$50M. We have no interest in a Texas, Ohio St \$100M+ budget model. Our culture is defined by character, respect, traditions, hard work and results (winning), normal people who do extraordinary things.

### Key Output from Proforma

	Self-Generated Revenue		University Support		Expenses*	
	FY13	FY22	FY13	FY22	FY13	FY22
Low Revenue Model	\$16.0	\$21.6	\$6.2	\$12.0	\$20.9	\$45.9
Base Revenue Model	\$17.3	\$43.8	\$5.2	\$11.1	\$20.9	\$45.9
High Revenue Model	\$19.0	\$77.9	\$10.2	\$14.2	\$20.9	\$45.9

*\*Includes Debt Service on Stadium.*

Scenario	Stadium	Date AD	University 14 Grant		LOC		Department	
			Revenue Estimated	Cost	Revenue	Cost		
Low Rev. B-1 Gift	16.7	7/2	2015	16.0	2015	2016	0	
Low Rev. B-2 Gift	8.7	1/10/20	2015	16.0	2015	2016	2017	0
Low Rev. B-3 Gift	7.2	1/10/20	2015	16.0	2015	2016	2017	0
Low Rev. High Gift	1.2	1/10/20	2015	16.0	2015	2016	2017	0
Base Rev. Low Gift	16.7	7/2	2015	16.0	2015	2016	2017	0
Base Rev. B-1 Gift	8.7	1/10/20	2015	16.0	2015	2016	2017	0
Base Rev. B-2 Gift	7.2	1/10/20	2015	16.0	2015	2016	2017	0
Base Rev. High Gift	1.2	1/10/20	2015	16.0	2015	2016	2017	0
High Rev. Low Gift	19.0	7/2	2015	16.0	2015	2016	2017	0
High Rev. B-1 Gift	10.5	1/10/20	2015	16.0	2015	2016	2017	0
High Rev. B-2 Gift	8.7	1/10/20	2015	16.0	2015	2016	2017	0
High Rev. High Gift	1.2	1/10/20	2015	16.0	2015	2016	2017	0

Fully repaid post 2027; Incentive EOP 2017 \$4.0M; repaid by 2036.

### Analysis – Low Revenue Model

Under the Low Revenue Model, we would exhaust the 1x Grant in 2015 and make full use of the LOC. Regardless of the amount of money we raise to fund the stadium, we would fail to repay the LOC and we would be operating at a deficit.

A Key Driver in Athletics is media revenue. Under the Low Revenue Scenario, we assume TV revenues will never exceed \$1.5M (no Conference success, no CSU success).

FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
\$0.9M	\$1.0M	\$1.0M	\$1.0M	\$1.0M	\$1.0M	\$1.5M	\$1.5M

Risk Assessment: What factors could cause the Low Revenue Scenario to emerge?

- Ineffective leadership in the Athletic Department.
- Ineffective leadership in our key sports programs (Football, Basketball).

External factors (e.g., the economy), generally, are unlikely to have a material impact on our results.

### Analysis – Base Revenue Model

Under the Base Revenue Scenario, we would draw \$13.8M from the LOC under the Low Stadium Gift scenario; under the B-1 Gift Scenario, we would draw \$2.5M and the LOC would be fully repaid in 2023. The B-2 Gift Scenario (expected) triggers no draw under the LOC and the Department would be operating at a \$2.3M annual profit by 2022.

Base Scenario TV Revenue:

FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
\$0.9	\$1.5	\$1.5	\$1.5	\$3.75	\$3.75	\$3.75	\$3.75

The Base Scenario assumes we will succeed in capturing moderate TV revenue from the MWC, or as a member of another conference.

The Base Scenario indicates the Department will be break-even under the Low Gift Scenario; profitable under the B-1 Gift Scenario starting in 2023; and profitable under the B-2/ B-3 Gift Scenarios in 2018 and 2017 respectively.

Profits can be returned to the University via reductions to Base University Support (subsidies).

### Analysis – High Revenue Model

Under the High Revenue Scenario, none of the 1x Grant or LOC is used. The High Revenue Scenario assumes successful football results will generate meaningful TV revenue, comparable to Pac 12/Big 12 income:

FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
\$0.9	\$1.5	\$1.5	\$1.5	\$5.0	\$10.0	\$20.0	\$20.0

Under the High Revenue, B-2 Gift Scenario, in 10 years the Department would be producing ~\$35M of positive cash flow.

*Although investment decisions cannot be made using High Revenue outputs, as a Department we have not dismissed them as achievable results . . .*

Section

10

Board Meeting  
Evaluation

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# Appendix

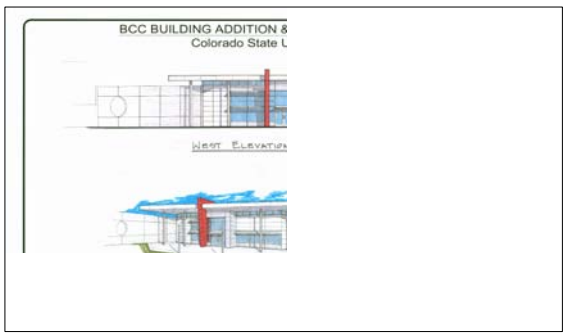
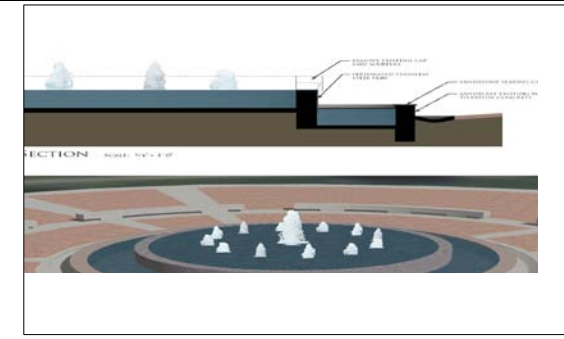




**COLORADO STATE UNIVERSITY - PUEBLO**


**CONSTRUCTION PROJECT STATUS REPORT**



Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/12/2012	Description
New Student Housing Crestone Hall	\$15.7M Debt repaid with Housing Room Rental Revenue	07/08	08/09	100% completed, on schedule, and approximately \$300,000 under budget	
New Student Housing, Culebra and Greenhorn Halls	\$35.0M Debt repaid with Housing Room Rental Revenue	4/09	Aug. 1, 2010	100% completed, on schedule, and approximately \$1,500,000 under budget	
Academic Resources Center	\$24.8M \$2.8M in COPs to be repaid by University; \$22.0M in COPs to be repaid by State	09/09	Apr-11	100% complete as of 07/06/11; _____ 04/22/2011 Substantial Completion/ Final Acceptance 07/06/11, and currently commissioning HVAC, with anticipated Final Settlement Complete. On budget. Commissioning for cooling complete, commissioning for heating underway. First review of USGBC LEED Platinum submittal is complete-- responses in process by design team.	
Corridor Extension @ Student Recreation Center	\$856,260 Student Rec. Ctr. Fee	05/2011	1/2012	Re-design and value-engineering resulted in Successful ReBid on 04/2011. Construction complete/occupied 01/09/2012. On budget, on schedule.	





**COLORADO STATE UNIVERSITY - PUEBLO  
CONSTRUCTION PROJECT STATUS REPORT**

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/12/2012	Description
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	05/01/2010-- site work, interior remodel, complete 09/2010-- building addition constr. Start4/2011	08/01/2010-- exterior site work and interior partial remodel; building foyer addition and remaining interior remodel Feb 2012	1) Parking and cul-de-sac: Substantially Complete 08/13/10; Interior remodel 100% complete, 12/2010 3) Foyer entry addition and HVAC upgrade:REBID 07-21-11 on Budget. Occupancy and Completion 02/20/2012	
University Fountain Renovation	\$210,750 Student Fees	Jan-11	Aug-11	Re- Design and Value-engineering resulted in successful bid on-budget. Completion 08/21/2011 On Budget	
Campus sidewalk paths and pedestrian improvements	\$180,000 Student Fees and Facilities R&R	Oct., 2009	April, 2010	Completed on time, on budget	
Campus Safety lighting at pedestrian pathways	\$580,000 Student Fees and/or Facilities R&R	July, 2010(est.)	March, 2012	Phase I complete. Phase II complete.	
Occhiato University Center	\$26.3M Debt to be repaid with student fee & auxiliary services revenue	Delayed		In-house review /validation of approved 2007 Program Plan complete. Campus Master plan includes recommendation for Student Center Project. Master Plan completed, ready for President's review and then BOG submittal.	
Southeast Asia War Memorial Renovation	92,000	Veteran's donations, community, individuals, CSU-Pueblo	11/11/2011		

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/12
Classroom upgrades  Total Budget: \$10,000,000	\$10,000,000  Student Facility Fee and General Fund		Sept 2013	<p>The project will renovate over 120 classrooms, study areas and lecture halls by the time it is complete, as well as install HVAC in Shepardson and Visual Arts.</p> <p>84 classrooms complete to date, along with projects in various other buildings. Over 3400 new chairs in place in classrooms.</p> <p>37 classrooms are pending.</p>



Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/12
<p>Engineering II</p> <p>Total Budget: \$66,000,000</p>	<p>\$44,000,000</p> <p>Student Facility Fee &amp; Research Overhead</p> <p>Remaining funds from grants and donations</p>		<p>June 2013</p>	<p>Construction underway. Project budget has increased with additional donations.</p>
<p>Morgan Library Expansion</p> <p>Total Budget: \$16,800,000</p>	<p>\$16,400,000</p> <p>Student Facility Fee</p>		<p>July 2012</p>	<p>Project is complete.</p>



Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/12
<p>Braiden and Parmelee Halls 4<sup>th</sup> floor addition</p> <p>Total Budget: \$26,000,000</p>	<p>\$26,000,000</p> <p>Housing and Dining Services</p>	 <p>Parmelee Hall Main Entrance</p> <p>Braiden Hall</p>	<p>Aug 2013</p>	<p>Project is in budget. Parmelee Hall is complete, with final landscaping this summer.</p> <p>Construction is underway on Braiden Hall. Students will live in south half this fall and move to north half in Dec. 2012. South half will be ready to occupy Aug 2013.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/12
<p>Lory Student Center Theater Renovation</p> <p>Total Budget: \$6,000,000</p>	<p>\$6,000,000</p> <p>Student Center Fees</p>	 <p>The top photograph shows a modern, bright lobby area with contemporary furniture and a sign that reads 'LORY STUDENT CENTER THEATRE'. A callout box points to the area with the text 'New prefunction lobby space'. The bottom photograph shows a large audience seated in a theater, with a callout box stating 'Preview 2012 makes use of the completed theater'.</p>	<p>Aug 2012</p>	<p>Project is complete.</p>

New prefunction lobby space

Preview 2012 makes use of the completed theater

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/12
<p>Academic Village North</p> <p>Total Budget: \$48,000,000</p>	<p>\$48,000,000</p> <p>Housing and Dining Services</p>		<p>Aug 2014</p>	<p>Project is in design. Anticipated bid date is Dec 12.</p>
<p>Durrell Dining Center Renovation (part of the Academic Village North Project)</p> <p>Total Budget: \$9,000,000</p>	<p>\$9,000,000</p> <p>Housing and Dining Services</p>		<p>April 2014</p>	<p>Project is out for bids.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/12
Lory Student Center Revitalization  Total Budget: \$65,000,000	\$60,000,000  Student Center Fees  Remaining funds from LSC reserves		Aug 2014	Project is in design. Occupants to be relocated in May 2013, prior to construction.
Animal Sciences Revitalization  Total Budget: \$7,500,000	\$7,500,000  General Fund		Jan 2014	Project is in design.

## CSU celebrates 150th anniversary of transformative Morrill Act

By Anthony Cotton *The Denver Post* *The Denver Post*  
Posted:

DenverPost.com

When Michael Martin chose to leave Louisiana State recently to come to Colorado State University, the incoming chancellor was following a path he has walked for more than four decades in higher education — working at land-grant universities.

"It's been a very conscious decision," he said. "I've just found the mission to be one I could make a personal and professional commitment to."

Last week marked the 150th anniversary of the Morrill Act, the federal legislation that gave rise to CSU, LSU and more than 100 other institutions across the country. Signed by President Abraham Lincoln on July 2, 1862, the Morrill Act came along about the same time as the Homestead Act, the formation of the Department of Agriculture and the writing of the Emancipation Proclamation.

And just as those helped shape the country, for those in education, the Morrill Act, named after U.S. Rep. Justin Smith Morrill, was transformative.

"It was the first time in human history that a government said that a university degree depends on your potential, and not what social class you're from," said CSU president Tony Frank. "I think it's one of the most revolutionary pieces of legislation in American history."

The act provided thousands of acres of federal land to be used to establish universities in all 50 states. Each one was to be accessible not to the monied, but rather the broad population of students. It also included engineering, agricultural and military training components, each of which were essential factors of the day.

"It was just genius," Martin said. "Seventy-nine percent of the people lived on farms, so it appealed to them. You were in the middle of the industrial revolution, so there was a clear movement there. You were in the middle of the Civil War, so you're creating Army officers for the defense of the country."

"If we had that kind of leadership today, instead of debating minutia and partisan politics, just think of what kind of world we could live in."

Martin said he's "frightened" by the juxtaposition of the intent of the Morrill Act with the current political environment. While access has become a buzzword for most colleges, not just land grant institutions, the reality is that the increasing cost of education, combined with the decreasing amount of funding from states, makes it harder for schools to live up to the spirit championed 150 years ago.

"If you look at what land grant universities have done for this country, from an engineering and agriculture standpoint, it's been remarkable," Martin said. "If you lose that, you lose a



lot of services to future generations that won't be recognized until it's too late."

Frank said that in 1960, about 98 percent of higher education was paid for by public funding.

"You can look down at the path we're heading, and in the next five or six years, you're looking at the possibility of there being no public funding," he said. "In between that, there's a lot of middle ground. I think there are a couple of reasonable conversations to be had."

He believes that conversation needs to start with asking what should be the right mixture of public and other funding that will make sure higher education is accessible for middle-income, lower-middle income and low-income students.

" I think if people get involved, we can come up with an answer we can all live with," he said. "When we make the wrong decisions in America, in governance, it's because we don't have the conversation."

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# Celebrating the 150th Anniversary of the Morrill Act of 1862

Published May 2012

**In the middle of the 19th Century, America was still very much a frontier society. Families and fortune-seekers were migrating from east to west, seeking a new sense of freedom while still retaining a certain yearning for some of the comforts and culture of the places they were leaving behind.**

Not many of them had even finished high school. Higher education consisted mostly of imparting classical knowledge to the children of the affluent. But the spirit of a developing America produced a new concept of what an education should be: practical as well as sophisticated, providing the tools that would help develop the land, and the infrastructure needed in the new cities.

## A New Nation's Philosophy

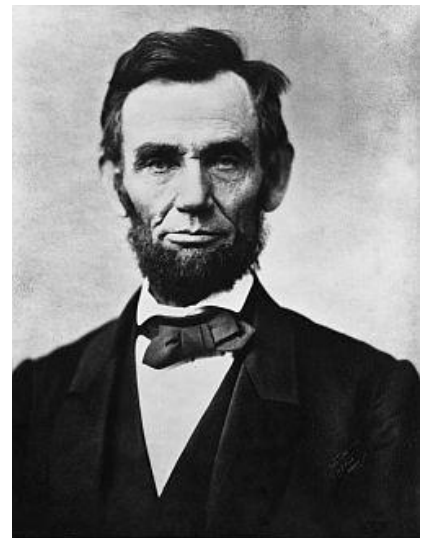
That was the spirit motivating the Morrill Act of 1862, a hard-fought bill that was signed by President Abraham Lincoln in the same year as other monumental expressions of the new nation's philosophy and aspirations: The Homestead Act, on May 20, and the Emancipation Proclamation, announced on September 22 to take effect the next January 1, also were signed in 1862.

President Lincoln put his signature on the Morrill Act on July 2. It was one of the more transformative events of the Industrial Revolution. It impacted both the largely rural and agrarian society of early America as well as the rapidly evolving industrial cities. The children of farmers now had an opportunity to attend school to learn how to increase production. Prospective engineers were given access to the latest developments in efficient machinery. Together, these new approaches began to elevate the standard of living for larger numbers of citizens of the comparatively new nation. There were economic as well as educational benefits.

The passage of the act is being celebrated all this year, culminating in a closing ceremony in Denver, during the November 11-13 annual meeting of the Association of Public and Land-grant Universities.

## From Agricultural Colleges to Major Research Institutions

The colleges funded by the lands the Morrill Act granted to the states have continued to evolve into major research institutions. The majority of what began as "agricultural colleges" now call themselves universities, and the A&M tag is still attached to only a handful. Today there are



*The Morrill Act of 1862 was a hard-fought bill signed by President Abraham Lincoln in the same year as other monumental legislations, including the Emancipation Proclamation and the Homestead Act. In many ways, the signing of the Morrill Act was one of the most*

more than 100 of those land-grant schools, including Colorado State University, and they have graduated more than 20 million students.

The Morrill Act “scratched several itches,” said CSU President Tony Frank. There was the need to improve food production; 1862 also was the year the U.S. Department of Agriculture was created. “There was obviously a big federal push about how do we feed this growing country. You also have a society that is shifting from an agricultural foundation to an industrial foundation,” Frank said.

## Time to reflect on the land-grant mission

Until the Morrill Act, college education was mostly about liberal arts. It was almost exclusively for white men from wealthy families, graduating with degrees in philosophy, medicine, law or religion. The 1862 legislation was designed to support a more hands-on curriculum, useful training that would help the new nation develop a more sophisticated industrial base and a scientific approach to agriculture.

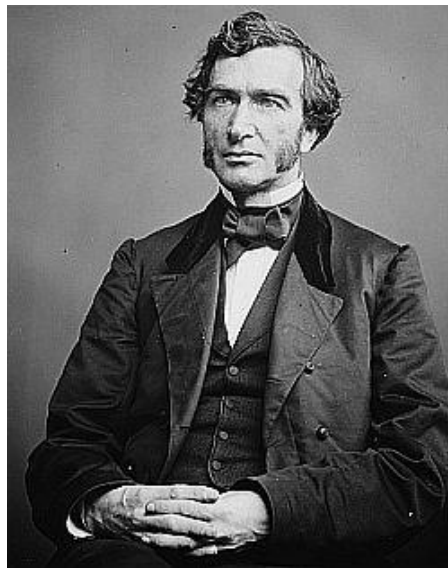
“The 150th anniversary of the Morrill Act makes 2012 a historical year,” said Craig Beyrouy, dean of CSU’s College of Agricultural Sciences. It is, he said, “a great time to reflect on the ongoing importance of our land-grant mission in providing access to higher education for a broad population of students –

and, particularly, to continue striving ahead with our unique expertise in providing education, research and outreach related to agricultural sciences.”

“Land grant universities have always had a practical mission,” Dr. Frank said. And while the “mechanical” piece of the mission has been adopted by non-land-grant universities – Harvard offers engineering programs, for example – the agriculture function, as Frank says, “is still pretty unique.”

The Morrill Act granted tens of thousands of acres of federal land to each state to subsidize colleges “where the leading object shall be, without excluding other scientific and classical studies, and including military tactic[s], to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.”

If education in the mid-19th Century was more for society’s elite, Frank said, the Morrill Act “had more of a blue-collar aspect.... This was for children of common people, and anyone who had talent and motivation. It didn’t matter how much money your parents had.”



*Justin Smith Morrill was a U.S. representative from Vermont and one of the founding members of the Republican Party. His first attempt at creating a land-grant college system took six years to get through Congress, but was vetoed by President James Buchanan. After the election of President Abraham Lincoln, a fellow Republican, Morrill tried his bill again in 1862. It passed Congress and this time the president agreed, too. It was signed into law on July 2, 1862.*

## America's most original and important contribution to higher education

British historian Arnold Toynbee thought the land-grant system was America's most original and important contribution to higher education. "Is there anything America has invented," President Frank asks, "that has impacted the rest of the world as much as the concept of land-grant colleges becoming an extended system of higher education?"

The expansion of educational opportunity was intended to be an economic engine as well as an educational one. Lou Swanson, CSU Vice President for Engagement and Director of Extension, calls it "a social revolution" that came as industrialization and urbanization were sweeping America. Its foundations can be traced back 300 years to Sir Francis Bacon's "remarkable insight" that in an emerging economy, knowledge created wealth, Swanson said. "Senator Morrill extended this to a general axiom that the higher the proportion of a society who were not only knowledgeable but who also created new knowledge, the more likely that society will create new wealth, particularly in a rapidly changing political economy."

Colorado at the time was not yet a state, a raw place that in many ways would be considered uncivilized by today's standards. It was, says Swanson, "a hard, hard life out there on the plains; the West was a hard life." And every person was valued, because it would have been folly to waste anyone's talents. "It's why women and minorities were accepted more quickly" in the West than in other parts of the country, Swanson believes.

In this and other ways, the West was more progressive than the East. It rejected slavery, and it was early to give women the vote. It also believed in co-ed schools. The first graduating class at Fort Collins, in 1884, included two men and one woman.

## Colorado, a land of opportunity to the entrepreneurs

Colorado, which was to become a state in 1876, was a land of opportunity to the entrepreneurs who were devoted to developing it, but a more skeptical point of view placed it squarely in the midst of the "Great American Desert." Rainfall was spotty and unreliable. An 1870 Census showed only 1,700 farms totaling 100,000 acres – a tiny fraction, less than 0.15 percent, of the state's eventual footprint.

Clearly, this was a place where a farmer had to learn irrigation to survive. Early Hispanic settlers in the San Luis Valley had practiced it for years, but the land-grant university movement provided new expertise and scientific research into the most efficient methods of using water and conserving productive soil.



*Colorado was a hard-scrabble place in the 19th Century, but early territorial leaders recognized the value of education and saw it as a way to make the West more stable. On February 11, 1870, Territorial Governor Edward McCook signed legislation creating the Colorado Agricultural College in Fort Collins. The school welcomed its first class – five students – on September 1, 1879.*

The idea that everyone should have access to a new kind of a college education began gaining momentum in the 1840s. Jonathan Baldwin Turner, an Illinois educator and political activist, left his college position in 1847 to devote more energy to advocating what he had long supported, a system of colleges in each state that would offer liberal and practical education, supported by public funds. In 1853, the Illinois legislature endorsed the idea and presented it to Congress.

By that time Justin Smith Morrill was a U.S. representative from Vermont, elected in 1852. He had come a long way in the previous 27 years, having left school at the age of 15 to go to work as a clerk at a local store. He had hoped to be able to afford college, but neither he nor his family had the money.

### **Pushing access through the politics**

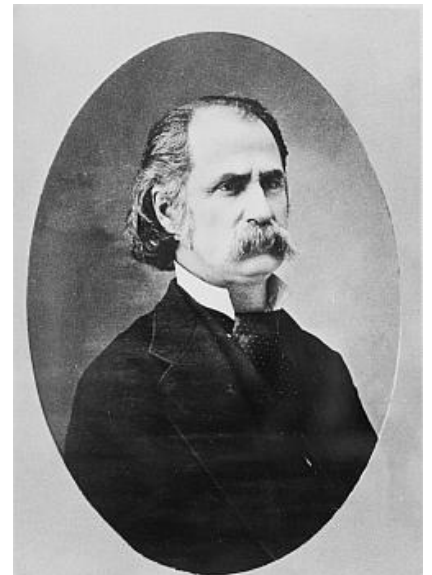
Morrill's first attempt to establish a national network of agriculture and mechanical colleges took six years to get through Congress. The politics were difficult. The legislation was more popular in the North than in the slave-owning southern states. The West was politically split, and not deeply involved in the debate, but the bill finally passed both chambers by narrow margins in 1859. That wasn't enough. President James Buchanan, a Democrat, bowed to pressure from southern Democrats and vetoed the bill.

But after his fellow Republican, Abraham Lincoln, was elected in 1860, Morrill had renewed hope. He tried his bill again in 1862, this time with an amendment requiring land-grant colleges to teach military tactics, along with engineering and agriculture. With the nation caught up in a Civil War, the military requirement helped to turn the tide. Morrill's idea once again won congressional approval, and this time the President agreed, too.

It was 17 years after the bill's approval, though, before Colorado finally took advantage of the new legislation. The first step came on Feb. 11, 1870, when Territorial Governor Edward McCook signed legislation creating a college. It was nine years more, until three years after Colorado became a state, before there actually was a campus at Fort Collins. Elijah Evan Edwards, president of the new Colorado Agricultural College, welcomed its first five students on September 1, 1879.

Imparting knowledge to students was only part of the land-grant idea. Of equal importance was the flow of knowledge back into the system. Land-grant schools began with a strong focus on practical teaching. After the Civil War, though, research became a major mission, and Agricultural Experiment Stations were created by the 1887 Hatch Act "to create new knowledge that had practical applications," Swanson said. The Morrill Act led to the Hatch Act for research and then to the extension service.

"The purpose of extension was to bring the problems of the field and ranch to the researchers at the university," Swanson said. Professors at land-grant



*Three years after Colorado became a state Elijah Evan Edwards, president of the new Colorado Agricultural College, welcomed its first five students to Fort Collins on September 1, 1879*

schools were the children of the people they were researching, the people who were expected to use this newly developed – and developing – body of knowledge. “They knew what the problems were ... they came from the same population they were serving,” Swanson said.

### **Accessible higher education today**

Today the notion of a broadly accessible higher education is more difficult to achieve. Admission requirements are more stringent, and budgets are stretched because of a shrinking fiscal commitment from state government.

Colorado State has addressed these challenges in a couple of ways. One is the CSU Global Campus, an entirely online degree-granting curriculum that is accessible every day at all hours to anyone with a computer, particularly appealing to people with jobs and other nontraditional students.

Another is Commitment to Colorado, a program that began with the incoming class in 2011. It provides reduced tuition rates, or free tuition, for students whose families might not otherwise be able to afford college.

“We saw an uptick in low-income enrollment and retention” after Commitment to Colorado was instituted, President Frank said. “I think that’s a new version of Morrill and Lincoln’s promise – that land-grant universities are for anybody with talent and motivation, regardless of your family’s financial status.”

# Rebellion in the New Nation Allows a Revolution in Education

Published June 2012

**In a nation founded on egalitarian principles, where everyone is “created equal,” sooner or later something like the Morrill Land Grant Act of 1862 would have become law. But it required the most wrenching episode of America’s history to provide the right environment, and the right politics, for the ideal of better education for all to take root.**

If it had not been for the Civil War, the Morrill Land Grant Act might never have been passed. It was one of three groundbreaking pieces of legislation approved in 1862, and none of them would have happened had the states of the American South not seceded from the Union. They opposed all three because each of them seriously challenged the economy and culture that had built up around slavery.

## A Goal of the Founding Fathers

The goal of broadened educational opportunity had a long history dating back to colonial times and even before. Benjamin Franklin was one of the first to articulate, in a series of articles starting in 1743, the proposition that access to education was essential to freedom and equality.

In 1776, John Adams argued that “Laws for the liberal education of youth, especially for the lower classes of people, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.” Thomas Jefferson advocated “an aristocracy of achievement arising out of a democracy of opportunity” and in 1806 proposed a nationwide system of colleges built on land donated by the federal government.

## Civil War Set Stage

The prospect of education for all, noble as it sounds, was unsettling to the Southern states. So were the transcontinental railroad and giving free land to homesteaders. Homesteading allowed more ownership of land; a transcontinental railroad created new markets, and education challenged the elite traditions that were part of the plantation economy.

The Homestead Act was signed on May 1 of 1862, and the first Pacific Railroad Act (of five enabling construction of a transcontinental railroad) on July 1. The next day, on July 2, President Abraham Lincoln signed the Morrill Act. Later in 1862, he unveiled the Emancipation Proclamation, announcing that it would take effect on January 1 of the coming year. Laws creating the Department of Agriculture and outlawing bigamy also were passed in 1862.

“The Civil War of course was the dominant influence,” said Tony Frank, president of Colorado State University; “1862 is such an absolutely fascinating year, such a year of contrasts.” Some of

the bloodiest battles of that year-old rebellion were followed by some of the most significant government initiatives in the nation's history.

"There are a couple of weeks in that year that I think are really interesting," Dr. Frank said. "September 17 is the second bloodiest day in the Civil War, with the second battle of Bull Run."

Six days later, Lincoln signed the Emancipation Proclamation. On July 1, the Seven Days battle ended at Richmond, Virginia. On July 2, Lincoln signed the Morrill Act, which "creates the concept of a university in every state in a nation that may well not exist in a couple of months if this war effort doesn't change its direction," Frank said. "That ability to look forward ... stands in very stark relief to the immediacy of the events of the war."

In 1862, the country and the president were "under enormous pressure, and under great pressure you do great things," said Mike Martin, recently named as chancellor of the CSU System and the 2007 recipient of the Justin Smith Morrill Memorial Award. "It was one of those points in time when great leaders stepped up," Martin said. "You think about how much courage it took Lincoln not only to conduct the Civil War, but to find a way to create a system of higher education institutions in every state when the country had no money. And they did it; they did it with land, the one thing they had."

Former Colorado Gov. Richard Lamm believes something comparable to the Morrill Act would have been inevitable even without the circumstances created by the Civil War. "I think a growing country at that time would have found some way to fund higher education," he said. "But it's hard to imagine a better way than they found, because they used a resource that they weren't fully utilizing... The country had a lot more land than it had education... It's one of those historical institutions that we can be very proud of."

## Opposition From Southern States

The war was a major disruption in the course of American growth and migration. Farmers, having in many cases depleted the soil of the original colonies in New England, were following the sun westward to find better, fresher land in the undeveloped and largely unknown territories. They also were seeking better ways to farm, and many of them were tempted by the tools developed in the Industrial Revolution as a way to better their subsistence. The cotton gin had been patented in 1794 by Eli Whitney; Cyrus McCormick began factory production of his mechanical grain harvester in 1847.

Most of the agriculture at the time was happening in the South, said Blane Harding, until recently CSU's director of advising who also taught ethnic studies. "A lot of southern states didn't want that type of equality."



*"I believe it's one of the two or three most powerful educational innovations in the history of Western thought." - Mike Martin, chancellor of the CSU System and the 2007 recipient of the Justin Smith Morrill Memorial Award*



The official historian for the state of Colorado, William Convery, said the Civil War created the political environment “for an act like the Morrill Act to go forward, because free, small farmers were in direct opposition to slave plantations. And as long as Southerners saw slavery as their economic future, the idea of providing land for small farmers was never going to get off the ground.”

The Republican Party in the 1850s “came to power on the principles of free labor, free land and free men,” said Convery. “The northern Republican administration of the Civil War made it as easy as possible for small family farmers, native-born Americans and potential immigrants to own their own piece of the American Dream.”



*Many experts believe the Morrill Act never would have passed if the nation had not been embroiled in a bitter civil war. President Abraham Lincoln signed the legislation into law in 1862 just days after bloody Seven Days Battles near Richmond, Virginia.*

## **Industrial Revolution Drove Changes in Ag**

Agriculture was the economic driver of the new nation, but the Industrial Revolution was beginning to change that. Horace Greeley, the most influential newspaper editor of the mid-19th Century, saw it coming. Farmers had been the epitome of American independence and individualism, raising enough to feed themselves and their families and maybe to make some money on the side for a few meager amenities. But with the rise of mechanization, farmers began to raise produce that would allow them to make more money, selling to the new mills that were processing wheat and cotton.

“Cash crops to feed the mills had replaced home-grown fruits and vegetables to feed the families,” writes Coy F. Cross, a historian and biographer of Morrill. This new marketing model required transportation, and Greeley argued that it also required agriculture to become more scientific and professional.

Greeley promoted creation of a Department of Agriculture. He created what amounted to the nation’s first experiment station – a farm at Chappaqua, N.Y., where he tested various types of crops and hybrids. “Throughout the 1840s and 1850s Greeley laid the groundwork for Justin Morrill’s landmark bill that created colleges emphasizing agriculture,” Cross writes.

## **Lincoln's Election Opened Door for Passage**

As early as the 1830s, Illinois College Professor Jonathan Baldwin Turner was urging the establishment of educational institutions for “the working class” and their families. In 1850 he published his *Plan of Our State University for the Industrial Classes*. Three years later, the Illinois Legislature sent a resolution to Congress urging it to adopt Turner’s plan. But it was not until four years after that, in 1857, that Justin Smith Morrill, a Republican congressman from Vermont who had been elected in 1852, introduced his first bill “Granting Lands for Agricultural Colleges.”

The bill was very unpopular with Southern Democrats, who regarded it as a land grab and a threat. But there were opponents in other regions, too. In the East, the land grants “were kind of considered boondoggles, that they were a sign of political patronage, or they were used to line the pockets of political and business leaders who had inside information,” said Convery. “I’ve heard much less of that in Colorado. I think in the long run Coloradans really understood the importance of developing an agricultural college, to make a living.”

The bill passed narrowly in 1859, but President James Buchanan, bowing to pressure from his fellow Democrats, vetoed it. Then, in 1860, Abraham Lincoln, a Republican, was elected president. In Lincoln’s first year in office, 11 Southern states seceded, and the Civil War broke out. In 1862, with co-sponsor Benjamin Wade, a senator from Ohio, Morrill introduced a new Morrill Land Grant College Act.

In a speech explaining the bill, Morrill said it “proposes to establish at least one college in every state upon a sure and perpetual foundation, accessible to all, but especially to the sons of the soil, where all of needful science for the practical avocations of life shall be taught; where neither the higher graces of classical studies nor that military drill our country now so greatly appreciates will be ignored; and where agriculture, the foundation of all present and future prosperity, may look for troops of earnest friends, studying its familiar and recondite economics, and at last elevating it to that higher level where it may fearlessly invoke comparison with the most advanced standards of the world.”

Military training was critical to the bill’s passage. Lincoln was angry that so many West Point graduates, having come from Southern states, were going home to lead the rebel forces. The Reserve Officer Training Corps was a way to keep trained military leaders in the North.

Lincoln, in signing the bill on July 2, said “The right to rise – that is what makes the American experiment so exceptional.”

## **An Idea Takes Root in the West**

It took almost a decade, though, for developing states like Colorado to begin to take advantage of the new opportunity. Horace Greeley had famously said “Go West, young man, and grow up with the country.” Cross notes that “Greeley’s ‘West,’ and that of most Americans at the time, gradually moved from western New York and Pennsylvania to Ohio, Indiana and Illinois. Not until the country had fulfilled its ‘Manifest Destiny’ and spread to the Pacific did ‘the West’ include the plains and areas beyond the Rockies.”

Colorado was an important part of that new West. The territory had “just barely begun,” said Convery, the state historian. There was no railroad; Denver was a dusty town of fewer than 4,000



*An early version of the Morrill Land Grant Act passed Congress narrowly in 1859, but President James Buchanan, bowing to pressure from his fellow Democrats, vetoed it.*

people. The only cities of any appreciable size were 600 miles away. It wasn't until the 1870s, when the railroad reached Denver, that "Coloradans began to feel secure enough in their future that they could begin cultivating institutions of higher education," Convery said. "There was a strong need for agricultural skills and craft trades in places like Colorado." It may have been founded on gold and silver, "but it was agriculture, it was building railroads and building smelters, that was really going to make a difference. We needed people who were skilled mining engineers, skilled farmers to farm in a very challenging environment, a dry and arid environment that was going to require specific techniques in order to make it here."

For the developers of Colorado, education was "vital," Convery said. "Training the next generation was one of the surest signs of stability, that we had established ourselves and that we have potential for the future. No self-respecting state was going to get very far without state universities and state agricultural universities. It was a sign of prestige as well as a way to develop our own intellectual resources for the future."

The University of Denver, founded in 1864, was the first university in the Rocky Mountain region – a private school created by John Evans, the second territorial governor. Then came the Colorado Agricultural College in 1870 and the University of Colorado in 1876.

Harding, who is now director of multicultural affairs at the University of Kansas, said the lasting effect of the Morrill Act is its original effect – making education "accessible to the everyday American." It's "a great idea that we still embrace and that we still love."

Said Dr. Martin, "I believe it's one of the two or three most powerful educational innovations in the history of Western thought.... What a marvelous idea; what a marvelous idea."

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## About the author

Fred Brown was one of CSU's first technical journalism majors, graduating in 1961. He worked 39 years at The Denver Post, mostly covering politics. He was national president of the Society of Professional Journalists and is a CSU honor alumnus as well as a member of the CSU journalism hall of fame. He has won other journalism and community service awards, and serves or has served on the boards of directors of Colorado Public Radio, Community College of Aurora Foundation, Denver Press Club, Colorado Freedom of Information Council and Sigma Delta Chi Foundation. He had two books published in 2011 and continues to write occasional columns for The Post as well as teaching communication ethics at the University of Denver.

