

BOARD OF GOVERNORS
August 1-2, 2013
Ochiato Student Center, Colorado State University, Pueblo

THURSDAY, August 1, 2013

Board of Governors Breakfast (*Cottonwood Room 202*) **7:30 a.m. – 8:00 a.m.**

COMMITTEE MEETINGS

COMMENCE MEETINGS – CALL TO ORDER **8:00 a.m. – 5:00 p.m.**

Evaluation Committee (*in Executive Session*) (Mary Lou Makepeace, Chair) (3 hrs.) **8:00 a.m. – 11:00 a.m.**
(*Cottonwood Room 202*)

Academic and Student Affairs Committee *and working lunch* (Rico Munn, Chair) (2.5 hrs.) **11:00 a.m. – 1:30 p.m.**
(*Colorado Ballroom 109*)

Audit and Finance Committee (Dennis Flores, Chair) (2 hrs.) (*Colorado Ballroom 109*) **1:30 p.m. – 3:30 p.m.**

Real Estate/Facilities Committee (Scott Johnson, Chair) (1.5 hrs.) (*Colorado Ballroom 109*) **3:30 p.m. – 5:00 p.m.**

Lobster Bake Dinner (*Pueblo Convention Center*) **5:30 Reception/7:00 p.m.**

FRIDAY, August 2, 2013

Board of Governors Working Breakfast with the CSUS Leadership Team (*Cottonwood*) **7:30 a.m. – 9:00 a.m.**

BOARD OF GOVERNORS MEETING (*Colorado Ballroom 109*)

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

1. PUBLIC COMMENT (20 min.) **9:00 a.m. – 9:20 a.m.**

2. BOARD CHAIR'S AGENDA (15 min.) **9:20 a.m. – 9:35 a.m.**

3. EXECUTIVE SESSION (1 hr.) **9:35 a.m. – 10:35 a.m.**

Break (10 min.) **10:35 a.m. – 10:45 a.m.**

4. FACULTY & STUDENT REPRESENTATIVES' REPORTS (1 hr.) **10:45 a.m. – 11:45 a.m.**

A. Faculty Reports

- CSU-Pueblo: Faculty Report – Presented by Frank Zizza (10 min.)
- CSU-Global Campus: Faculty Report – Presented by Ann Leslie Claesson (10 min.)
- CSU-Fort Collins: Faculty Report – Presented by Alexandra Bernasek (10 min.)

B. Student Reports

- CSU-Pueblo: Student Report – Presented by Vanessa Emerson (10 min.)
- CSU-Global Campus: Student Report – Presented by Jerry Purvis (10 min.)
- CSU-Fort Collins: Student Report – Presented by Nigel Daniels (10 min.)

Break/Working Lunch (15 min.) **11:45 a.m. – 12:00 p.m.**

5. CHANCELLOR'S REPORT (30 min.) **12:00 p.m. – 12:30 p.m.**

- 6. PRESIDENTS' REPORTS and CAMPUS UPDATES** (40 min.) 12:30 p.m. – 1:10 p.m.
- A. **CSU-Pueblo:** President's Report – Presented by Lesley Di Mare (10 min.)
 - B. **CSU-Global Campus:** President's Report – Presented by Becky Takeda-Tinker (10 min.)
 - C. **CSU-Fort Collins:** President's Report – Presented by Tony Frank (20 min.)
- 7. COMMITTEE REPORTS AND RESOLUTIONS** (40 min.) 1:10 p.m. – 1:50 p.m.
- A. **Evaluation Committee** (Mary Lou Makepeace, Chair) (10 min.)
 - B. **Academic and Student Affairs Committee** (Rico Munn, Chair) (10 min.)
 - C. **Audit and Finance Committee** (Dennis Flores, Chair) (10 min.)
 - D. **Real Estate/Facilities Committee** (Scott Johnson, Chair) (10 min.)
- 8. BOARD OF GOVERNORS POLICY MANUAL** (30 min.) 1:50 p.m. – 2:20 p.m.
- 9. CONSENT AGENDA** (5 min.) 2:20 p.m. – 2:25 p.m.
- A. Colorado State University System
 - Minutes of the June 20-21, 2013 Board of Governors Meeting and Retreat
 - B. CSU-Fort Collins
 - Nondelegable Personnel Actions
 - Faculty Manual Changes:
 - Section B – Organization of the University
 - Section C 2.1.9.2 and C.2.1.9.6.a – Standing and Advisory Committees
 - Section C.2.1.9.5.h – Committee on Strategic and Financial Planning
 - Section E.2.1 – Basic Types of Faculty Appointments
 - Section E.10.4.1.2 – Extension of the Probationary Period
 - Section E.12.1 – Teaching and Advising
 - Section E.14 – Performance Reviews
 - Section F.3.2.1 – Leave Accruals (Sick)
 - Section G.1 – Study Privileges
 - Section I.6.2 – Evening or Saturday Examinations
 - Section K – Grievance Panel and Hearing Committee; University Grievance Officer; University Mediators
 - Appendix 3 – Family Medical Leave Policy
 - Honorary Degree Policy Modifications
 - Program Review Schedule
 - C. CSU-Pueblo
 - Faculty Handbook Changes
 - Section 1.2.3 – General Governance Policies and Procedures
 - Section 2.8 – ADA Accommodations
 - Section 2.92 – Cumulative Performance Review
 - Approval of Degree Candidates – Summer
 - Program Review Schedule
 - D. CSU-Global
 - Approval of Degree Candidates - Fall 2013 A Term
- 10. SYSTEM WIDE DISCUSSION ITEMS** (1 hr.) 2:25 p.m. – 3:25 p.m.

Colorado State University System
Board of Governors Meeting Agenda
August 1-2, 2013

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

3:25 p.m. – 3:30 p.m.

12. ADJOURNMENT

3:30 p.m.

Next Board of Governors Board Meeting: October 3-4, 2013, Colorado State University, Fort Collins

APPENDIX

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

BOARD OF GOVERNORS
August 1-2, 2013
Ochiato Student Center, Colorado State University, Pueblo

THURSDAY, August 1, 2013

Board of Governors Breakfast (*Cottonwood Room 202*) **7:30 a.m. – 8:00 a.m.**

COMMITTEE MEETINGS

COMMENCE MEETINGS – CALL TO ORDER **8:00 a.m. – 5:00 p.m.**

Evaluation Committee (Mary Lou Makepeace, Chair) (*3 hrs.*) (*Cottonwood Room 202*) 8:00 a.m. – 11:00 a.m.

Academic and Student Affairs Committee *and working lunch* (Rico Munn, Chair) (*2.5 hrs.*) (*Colorado Ballroom 109*) 11:00 a.m. – 1:30 p.m.

Audit and Finance Committee (Dennis Flores, Chair) (*2 hrs.*) (*Colorado Ballroom 109*) 1:30 p.m. – 3:30 p.m.

Real Estate/Facilities Committee (Scott Johnson, Chair) (*1.5 hrs.*) (*Colorado Ballroom 109*) 3:30 p.m. – 5:00 p.m.

Lobster Bake Dinner (*Pueblo Convention Center*) **5:30 Reception/7:00 p.m.**

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EVALUATION COMMITTEE MEETING AGENDA
August 1, 2013**

Committee members: Mary Lou Makepeace Chair; Mark Gustafson, Vice Chair; Dennis Flores; Ed Haselden; Dorothy Horrell; Scott Johnson; William Mosher; Rico Munn; Joseph Zimlich.

Assigned Staff: Michael Nosler, CSUS General Counsel

1. Call to Order
2. Overview – Evaluation Policies and Procedures
3. Executive Session to discuss evaluations for Board Appointees and Presidents
 - Allison Horn, CSUS Director of Internal Auditing
 - Michael Nosler, CSUS General Counsel
 - Becky Takeda-Tinker, President, CSU-Global Campus
 - Lesley Di Mare, President, CSU-Pueblo
 - Tony Frank, President, CSU-Fort Collins
 - Michael Martin, CSUS Chancellor
4. Wrap-up

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
August 1, 2013

Committee Chair: Rico Munn, Chair

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

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- New Degree Program: Doctor of Philosophy (Ph.D.) in Toxicology, College of Veterinary Medicine and Biomedical Sciences (*action*)
- New Degree Program: Plans A and B Master of Science in Toxicology, College of Veterinary Medicine and Biomedical Sciences (*action*)

II. Miscellaneous Items

Colorado State University

- Drop Performing Arts Major, College of Liberal Arts (*action*)
- Faculty Manual Changes (*consent*)
 - Section B – Organization of the University
 - Section C 2.1.9.2 and C.2.1.9.6.a – Standing and Advisory Committees
 - Section C.2.1.9.5.h – Committee on Strategic and Financial Planning
 - Section E.2.1 – Basic Types of Faculty Appointments
 - Section E.10.4.1.2 – Extension of the Probationary Period
 - Section E.12.1 – Teaching and Advising
 - Section E.14 – Performance Reviews
 - Section F.3.2.1 – Leave Accruals (Sick)
 - Section G.1 – Study Privileges
 - Section I.6.2 – Evening or Saturday Examinations
 - Section K – Grievance Panel and Hearing Committee; University Grievance Officer; University Mediators
 - Appendix 3 – Family Medical Leave Policy
- Honorary Degree Policy Modifications (*consent*)
- Program Review Schedule (*consent*)

Colorado State University-Pueblo

- Faculty Handbook Changes (*consent*)
 - Section 1.2.3 – General Governance Policies and Procedures
 - Section 2.8 – ADA Accommodations
 - Section 2.92 – Cumulative Performance Review
- Approval of Degree Candidates – Summer (*consent*)
- Program Review Schedule (*consent*)

Colorado State University-Global Campus

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

Colorado State University System

- Academic and Student Affairs Committee Section of the Policy Manual
- Calendar of Activities for Academic and Student Affairs Committee
- Resolution for the South Metro Campus (*action*)

III. Campus Reports

Colorado State University

- Faculty Activity Report

Colorado State University – Pueblo

- Faculty Activity Report

Colorado State University - Global Campus

- Faculty Activity Report

Approved

MATTERS FOR ACTION:

New Degree Program: Doctor of Philosophy (Ph.D.) in Toxicology, College of
Veterinary Medicine and Biomedical Sciences

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of
Veterinary Medicine and Biomedical Sciences, to establish a new Doctor of
Philosophy (Ph.D.) in Toxicology. If approved, the degree program will be
effective Spring Session 2014.

EXPLANATION:

Presented by Tony Frank, President.

The Department of Environmental and Radiological Health Sciences has offered
graduate training in Toxicology for over twenty (20) years. The proposed new
Ph.D. degree would give the existing Specialization in Toxicology in the
Environmental Health major a new degree name - Toxicology, which is
ubiquitous for programs of its kind around the world. The program of study will
remain the same and the same faculty will be responsible for the courses, all of
which are currently being offered. The addition of the Ph.D. degree program will
provide graduates with a degree name that is immediately recognizable and
accurately descriptive of their training. It will also facilitate recruitment of
qualified applicants who will be searching for programs offering a degree in
Toxicology.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTERS FOR ACTION:

New Degree Program: Plans A and B Master of Science in Toxicology, College of Veterinary Medicine and Biomedical Sciences

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Veterinary Medicine and Biomedical Sciences, to establish a new Plans A and B Master of Sciences in Toxicology. If approved, the degree programs will be effective Spring Session 2014.

EXPLANATION:

Presented by Tony Frank, President.

The Department of Environmental and Radiological Health Sciences has offered graduate training in Toxicology for over twenty (20) years. The proposed new Plans A and B Master of Science degrees would give the existing Specialization in Toxicology in the Environmental Health major a new degree name - Toxicology, which is ubiquitous for programs of its kind around the world. The program of study will remain the same and the same faculty will be responsible for the courses, all of which are currently being offered. The addition of the Plan A and B degree programs will provide graduates with a degree name that is immediately recognizable and accurately descriptive of their training. It will also facilitate recruitment of qualified applicants who will be searching for programs offering a degree in Toxicology.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTERS FOR ACTION:

Drop Major: Drop the Performing Arts Major, College of Liberal Arts

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts to drop the Performing Arts Major. If approved, the degree program will be effective Fall Session 2013.

EXPLANATION:

Presented by Tony Frank, President.

The Performing Arts Major has been replaced by the Theatre Major and the Dance Major effective Fall 2013. The Performing Arts Major can now be dropped.

Approved

Denied

Scott C. Johnson, Secretary

Date

SUMMARY OF CSU-FORT COLLINS FACULTY HANDBOOK CHANGES - AUGUST 2013

Section B	Organization of the University	Citing C.R.S. is sufficient. The actual statute does not need to be quoted.
Section C.2.1.9.2 & C.2.1.9.6.a	The Standing Committees and Advisory Committees Named and Advisory Committee: Membership and Function	The term "non-tenure track faculty" is a better description and more inclusive label for the represented population than "special and temporary faculty".
Section C.2.1.9.5.h	Committee on Strategic and Financial Planning	Grant voting rights (ex officio) to the CPC Chair on this committee
Section E.2.1	Basic Types of Faculty Appointments	Reflect both organizational changes and recent Colorado Legislation giving CSU the authority to offer multi-year contracts to certain classes of faculty members. Allow implementation of multi-year contracts, but do not require their usage.
Section E.10.4.1.2	Extension of the Probationary Period	Clarify that there is only one condition in which extension of the probationary period is automatic and add "adoption" to the list of exceptional circumstances.
Section E.12.1	Teaching and Advising	Update existing language to reflect additional teaching formats (e.g. blended and online). New language will provide guidance for departments and faculty concerning ways to identify and evaluate excellent teaching for self-improvement and for annual evaluations.
Section E.14	Performance Reviews	Language has been edited to reflect that this section applies to all faculty, not only tenured and tenure-track faculty.
Section F.3.2.1	Leave Accrual (Sick)	Make the policy consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of benefits.
Section G.1	Study Privileges	Make the policy consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of privileges
Section I.6.2	Evening or Saturday Examinations	Update existing language to increase regular week days available for evening examinations and to encourage faculty to identify specific dates of the semester when multi-section examinations will be simultaneously administered.
Section K	K.11 - Grievance Panel and Hearing Committee; K.12 - University Grievance Officer; K.13 - University Mediators	K.11: Grievance panel is a group from which Hearing Committees can be recruited. The group does not meet outside of an official grievance hearing and needs no bylaws. Add two subparagraphs that call for an appointed Chair to carry out a few key tasks specified for the chair in the Manual. K.12: Concerns changes to the evaluation of the University Grievance Officer and maintaining anonymity. K.13: Correct supplemental pay process and eligibility for University Mediators. Deletion of K.13.4 due to change in responsibility for training. Deletion of K.13.5 because the Manual provides no guarantees to University Mediators, states no clear policy, and the Manual should not deal with "what might happen".
Appendix 3	Family Medical Leave Policy	Make the policy consistent with the new federal FMLA 2013 requirements per Human Resource Services

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section B – Organization of the University

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section B – Organization of the University

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 B – Organization of the University are requested because citing the Colorado Revised Statute is sufficient in these sections of the Manual.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

SECTION B. ORGANIZATION OF THE UNIVERSITY

B.1 The Governing Board: The Board of Governors of the Colorado State University System - No Changes

B.1.1 Membership and Term of Office

Membership and term of office for the Board is ~~prescribed~~ stated in Section 23-30-101 of the Colorado Revised Statutes, ~~which are quoted in part as:~~

~~“It shall consist of a total of thirteen members. Four of the offices shall be advisory, without the right to vote. One shall be filled by an elected officer of the student body who is a full-time junior or senior student at Colorado state university, one by an elected officer of the faculty council of Colorado state university having the rank of associate professor or higher, one by an elected officer of the student body who is a full-time junior or senior student at the Colorado state university—Pueblo, and one by an elected officer of the faculty council of the Colorado state university—Pueblo having the rank of associate professor or higher. The four advisory members shall be elected by their respective governing bodies from their membership. The terms of these advisory offices shall be for one (1) academic year. Commencing with appointments made in 1974 and subsequent years, the remaining nine members, at least one of whom shall be a graduate of the Colorado state university system and at least two of whom shall have some connection with agriculture, shall be appointed by the governor, with the consent of the senate, for basic terms of four years, although interim appointments may be made for lesser periods so that at least two of the nine terms will expire in each calendar year. . . . Members appointed on or after January 1, 2007 shall serve terms of up to four years, expiring on December 31 of the third calendar year following the calendar year in which the member is appointed. For terms ending on or after December 31, 2006, the governor shall appoint a succeeding member on or before March 1 immediately following the expiration of the term. No person, elected under this section, shall serve on the board for more than two terms, regardless of the length of the terms: except that a member of the board, whether elected or appointed, shall continue to serve until a successor is elected or appointed and confirmed by the senate. Of the nine members appointed by the~~

~~governor, no more than five members shall be from the same political party.”~~

B.1.2 Vacancies and Compensation

Both the filling of vacancies in the Board membership and the provision for service by members without compensation are ~~covered~~ set forth in Section 23-30-103 of the Colorado Revised Statutes, ~~of 2002~~. This section provides:

~~“Any vacancy in the office of any member of said board appointed by the governor caused by death, resignation, or removal from the state may be filled by a majority of the voting members. Any vacancy in the elected office on the board shall be filled by reelection for the unexpired term. The members of the board shall receive no compensation for their services but may be allowed actual traveling expenses upon presenting an itemized bill for the same.”~~

B.1.3 Meetings of the Board

B.1.3.1 Scheduling of Board Meetings

The provisions for scheduling Board Meetings are stated in Section 23-30-104 of the Colorado Revised Statutes. ~~of 2002 contains the following provisions:~~

~~“The board shall meet at the Colorado state university twice annually and may meet at other times and places at the call of the president who has the power in case of emergency to call special meetings of the board. Upon the written request of any three members of the board, it is the duty of the president of the board to call a special meeting thereof at such time and place as shall be designated in the written request therefor. A quorum of the board shall be a majority of voting members of the board.”~~

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
University Code, Section C.2.1.9.2 – The Standing Committees and Advisory
Committees Named and C.2.1.9.6.a – Advisory Committee: Membership and
Function

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, University Code, Sections C.2.1.9.2 – The Standing Committees and Advisory Committees Named and C.2.1.9.6.a – Advisory Committee: Membership and Function.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 revision follows:

The proposed revision to the Academic Faculty and Administrative Professional Manual, University Code, Sections C.2.1.9.2 – The Standing Committees and Advisory Committees Named and C.2.1.9.6.a – Advisory Committee: Membership and Function were made because the term “non-tenure track faculty” is a better description and a more inclusive label for the represented population than “special and temporary faculty.”

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

C.2.1.9.2 The Standing Committees and Advisory Committees Named

The following shall be the standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

The following shall be an advisory committee of the Faculty Council: Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty.

C.2.1.9.6 Advisory Committee: Membership and Function

a. Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty

The membership of the Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty shall be comprised as follows:

1. One (1) non-tenure-track faculty member (senior teaching, special, temporary, or multi-year research appointment) ~~special, or temporary faculty member~~ shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non-tenure-track ~~special/temporary/adjunct~~ faculty members. Each such committee shall provide one (1) or more nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.
2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non-tenure-track ~~special, and/or temporary~~ faculty members shall be selected to provide a total of six (6) non-tenure-track ~~special, and/or temporary~~ faculty members. These

nominations shall be sought from the University community by the Committee on Faculty Governance.

3. two (2) regular full-time faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.

The duties of this advisory committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track ~~special, and temporary~~ faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track ~~special, and temporary~~ faculty.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
University Code, Section C.2.1.9.5.h – Committee on Strategic and Financial
Planning

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.2.1.9.5.h – Committee on Strategic and Financial Planning.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2012-13 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 revision follows:

The proposed revision to the Academic Faculty and Administrative Professional Manual, University Code, Section C.2.1.9.5.h – Committee on Strategic and Financial Planning (CoSFP) is requested to granting voting rights (ex officio) for the Classified Personnel Council (CPC) Chair on this committee. The CPC consists of 2,000 valuable Colorado State University (CSU) employees who need a voice in the strategic planning of the university. The CoSFP represents a strong venue to provide that voice. The CoSFP is about strategic planning – it is not a committee that focuses on faculty compensation issues. Thus the argument that having a voting CPC member could affect faculty compensation in a major way on this committee is unfounded. All of the SPARCs involved in strategic planning currently have a CPC member who has full voting privileges. Thus in other planning processes around the university, the CPC voice (just like the undergraduate/graduate student voice) is fully valued by granting voting rights – why should the CoSFP be any different? One can argue that the CoSFP represents not simply the Faculty Council, but in essence represents the broad university community. In this case, it makes full sense for the CPC representative to have voting rights. If the goal of the university is truly shared governance, than in this spirit it would be appropriate to approve of CPC voting rights. Finally, given the size of the committee, granting CPC voting rights would not substantially weaken the influence of the faculty on the committee and would be a significant gesture towards this important segment of the university community.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

C.2.1.9.5.h *Committee on Strategic and Financial Planning*

The Committee on Strategic and Financial Planning shall consist of one (1) faculty member from each college and the Libraries, one (1) undergraduate student, one (1) graduate student, one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the Chair of the Administrative Professional Council (*ex officio* voting), and the Chair of the Classified Personnel Council (*ex officio* voting). The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.
7. To recommend policies for the distribution of faculty members compensation increases.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2.1 – Basic Types of Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2.1 – Basic Types of Faculty Appointments.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.2.1 – Basic Types of Faculty Appointments are requested to reflect both organizational changes and the recent Colorado State Legislation giving Colorado State University the authority to offer multi-year contracts to certain classes of faculty members. The changes allow the implementation of such multi-year contracts, but do not require their usage. Organizationally, the above changes place multi-year contracts for research within the “Special Appointment” category and therefore present special appointment faculty as including both “at-will” and contract faculty.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E.2.1 Basic Types of Faculty Appointments

~~Seven (7)~~ Six (6) basic types of appointments ~~are used~~ exist for members of the faculty. They are regular full-time, regular part-time, ~~multi-year research~~, senior teaching, special, temporary, and transitional appointments. Only ~~individuals~~ faculty members holding either regular full-time or regular part-time appointments at the time of consideration are eligible to acquire tenure. Full-time is defined as the academic year or a minimum of nine (9) months. Faculty members with either senior teaching or special appointments may be eligible for multi-year contracts. Faculty members who do not have multi-year contracts and are not eligible for tenure are hired "at-will" and are subject to termination by either party at any time. Section D.5.6 regarding the termination of "at-will" appointments shall apply to "at-will" faculty appointments. See Section E.3 for details of other types of faculty appointments. The major characteristics of the various basic types of appointments are as follows.

E.2.1.1 Regular Full-Time Appointments - *no changes*

E.2.1.2 Regular Part-Time Appointments - *no changes*

E.2.1.3 ~~Multi-Year Research Appointments~~

~~Multi-year research appointments may be either full-time or part-time. Part time is defined as less than full-time, but at least half-time (0.5). The distinguishing features of this type of appointments are as follows:~~

~~a. The positions eligible for multi-year research appointments must be for research performed for the University. The unit or department must document that the multi-year research appointment or extension is necessary for the hiring or retaining of the faculty member.~~

~~b. Faculty members on multi-year research appointments are not eligible for tenure (see Sections E.10.4.a and E.10.4.b). If a tenured faculty member changes positions to a multi-year research appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wished to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~e. These individuals are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Section F and G of the *Manual*. They are not eligible for sabbatical leave.~~

E.2.1.34 Senior Teaching Appointments

Senior teaching appointments may be either full-time or part-time. Part-time is defined as less than full-time, but at least half-time (0.5). ~~The distinguishing features of this type of appointments are as follows: The granting of a senior teaching appointment shall follow the procedures in Section E.11. Faculty on senior teaching appointments have the following distinguishing characteristics:~~

~~a. The granting of a senior teaching appointment shall follow the procedures in Section E.11. Senior teaching appointments are “at-will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, employment as a senior teaching appointment faculty member reverts to an ‘at-will’ appointment, unless the multi-year contract is renewed by written agreement of both parties.~~

~~b. Senior teaching appointments are "at-will" and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of "at-will" appointments shall apply to senior teaching appointments). There is no specified ending date for a senior teaching appointment.~~

~~c. There is no specified ending date for a senior teaching appointment. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service.~~

~~d. Faculty members on senior teaching appointment are not eligible for tenure (see Section E.10.4). Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty with regular full-time and regular part-time appointments.~~

~~e. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service. Faculty members on senior teaching appointment are not eligible for tenure (see Section E.10.4).~~

~~f. Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty with regular full-time and regular part-time appointments. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be fully included, except with regard to personnel matters involving regular faculty members, including the department chair.~~

~~g. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be included fully, except with regard to personnel matters involving regular faculty members, including the department chair. If a tenured faculty member changes positions to a senior teaching appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~h. These individuals~~ Faculty members on senior teaching appointments are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Sections F and G of the *Manual*. They are not eligible for sabbatical leave.

E.2.1.54 Special Appointments

Special appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:

a. Special appointments are “at-will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at-will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at-will. 2) For special appointment faculty who were originally hired with a multi-year contract, the appointment may be converted to an at-will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.

~~Special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.~~

b. ~~Faculty members on special appointment are not eligible for tenure (see Section E.10.4). Unless the faculty member has a multi-year contract, special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.~~

c. ~~The effort distributions of faculty members on special appointments are typically focused in one (1) area, such as teaching or research, rather than being distributed over the three (3) areas of teaching, research, and service. Faculty members on special appointment are not eligible for tenure (see Section E.10.4).~~

d. The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) area, such as teaching or research.

e. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

f. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.

g. Special appointment faculty are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Section F and G of the *Manual*. They are not eligible for sabbatical leave.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.10.4.1.2 – Extension of the Probationary Period

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.10.4.1.2 – Extension of the Probationary Period

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.10.4.1.2 – Extension of the Probationary Period, are requested to clarify there is only one condition in which extension of the probationary period is automatic and to add “adoption” to the list of exceptional circumstances to request an extension of the probationary period.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E.10.4.1.2 Extension of the Probationary Period

The use of Family Medical Leave may lead to an automatic extension of the probationary period (see Appendix 3 for details).

Extension of the probationary period for reasons other than use of Family Medical Leave is not automatic. A faculty member may request an extension of the probationary period as described below. The faculty member must make the request for an extension of the probationary period in writing to the departmental tenure committee. Such a request should be made as early as possible, and must be made prior to the first day of the final academic year of the probationary

period. The recommendation of the tenure committee shall be forwarded successively to the department head, the college dean, and the Provost, each of whom shall recommend either acceptance or rejection of the recommendation of the tenure committee. Such recommendations shall not be made in an arbitrary, capricious, or discriminatory manner. The final decision on such an extension shall be made by the President. If the faculty member making the request is dissatisfied with a rejection at any level of a positive recommendation by the tenure committee, he or she has the right to appeal through formal grievance procedures.

- a. A faculty member may request an extension of the probationary period due to exceptional circumstances, including, but not limited to, ~~childbirth~~ birth or adoption of a child, personal health issues, and care of immediate family members (this is separate from the issue of leaves, which are addressed in Section E.10.4.1.2.c). The tenure committee may recommend up to two (2) separate extensions of the probationary period, each for a period not to exceed one (1) year.
- b. A faculty member may request an extension of the probationary period under the Americans with Disabilities Act (ADA). Such a request must identify the nature of the disability and explain why an extension of the probationary period is necessary for purposes of reasonable accommodation. The faculty member requesting such an extension also must provide evidence of protected status under ADA to the Director of the Office of Equal Opportunity (OEO), who shall determine the validity of the protected status and inform the departmental tenure committee. The tenure committee may recommend an extension of the probationary period for a period not to exceed one (1) year (see Sections E.6.b and E.4). Any

subsequent request to the tenure committee for an additional extension shall require reverification of the protected status by the OEO Director.

- c. Any leave for a period not exceeding one (1) year shall normally count as part of the probationary period. However, if the leave is of such a nature that the individual's development as a faculty member while on leave cannot be judged, or if the leave is for purposes that are not scholarly, the faculty member may request that the leave not count as part of the probationary period.
- d. If a faculty member has been granted credit for prior service, thus reducing the probationary period, then, if circumstances warrant, the faculty member may request that this credit for prior service be reduced, thus extending the probationary period.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.12.1 – Teaching and Advising

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.12.1 – Teaching and Advising

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.12.1 – Teaching and Advising are requested to update existing language to reflect additional teaching formats (e.g. blended and online). In addition, the new language will provide guidance for departments and faculty concerning ways to identify and evaluate excellent teaching for faculty self-improvement and for annual evaluations.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E12.1 Teaching and Advising

~~Teaching involves the systematic transmission of knowledge and skills and the creation of opportunities for learning; advising facilitates student academic and professional development.~~ As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate student academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction, individual tutoring, supervision and instruction of student researchers, clinical teaching, field work supervision and training, preparation and supervision of teaching assistants, service learning, outreach/engagement, and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation, grading, laboratory or equipment maintenance, preparation and funding of proposals to improve instruction, attendance at workshops on teaching improvement, and planning of curricula and courses of study. Outreach/engagement activities, such as integrating service learning, conducting workshops, seminars, and consultations, and preparing of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization ~~material~~ and presentation of course material; ~~forming~~ formation of interrelationship among fields of knowledge; energy and enthusiasm; availability to help students outside of class; ~~arousing~~ encouragement of curiosity, creativity, and critical thought; ~~engaging~~ engagement of students in the learning process; ~~providing~~ use of clear grading criteria; ~~responding~~ and respectful fully responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes should, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for

evaluating teaching effectiveness. This Evaluation of teachings should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in particular the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. ~~Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process.~~ It [advising] is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating ~~teaching and~~ advising effectiveness and shall evaluate ~~teaching and~~ advising as part of annual

and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.14 – Performance Reviews

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.14 – Performance Reviews.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.14 – Performance Reviews are requested as the language has been edited to reflect that this section applies to all faculty, not only tenured and tenure-track faculty. In addition, the assignment of a “numerical performance rating” by the Provost has not been adhered to as a policy as it unrealistically assumes performance across all academic units can be measured identically using a numeric scale.

NOTE: Revisions are noted in the following manner:

Additions - underlined Deletions ~~overscored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E.14 Performance Reviews

All faculty members, including department heads and deans, are subject to performance reviews. These reviews include annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. Annual reviews and comprehensive reviews of tenured faculty members shall be conducted by the academic supervisor for the faculty member's academic unit. For a faculty member who is not a department head, a dean, an associate dean or an assistant dean, the academic unit is his or her home department, and the academic supervisor is the department head. For a department head, an associate dean, or an assistant dean, the academic unit is the college, and the academic supervisor is the dean of that college. For a dean, the academic unit is the University, and the academic supervisor is the Provost.

Nothing contained in this section shall be construed to affect the at-will status of administrative appointments. The evaluation of an individual's performance as an administrator and fit within a specific administrative organizational structure is separate from the review processes described in this section.

Performance reviews are intended ~~to assist faculty in achieving tenure or promotion~~ to facilitate continued professional development, to refocus professional efforts when appropriate, ~~and~~ to assure that faculty members are meeting their obligations to the University, and to assist faculty in achieving tenure or promotion. These reviews must be conducted in such a way that they are consistent with academic freedom, due process, the tenure system, ~~academic freedom, due process~~, and other protected rights. It is also appropriate for performance reviews to document problems with behavior (see Section D.9 and also Section E.15).

A performance review must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's workload (see Section E.9.2), and it must consider each area of responsibility. Furthermore, effort distributions should be established so as to best utilize the individual talents of all ~~tenured~~ faculty members, because having similar assignments for all faculty members in a department often is not the most effective use of resources. ~~Tenured~~ Faculty members should have the opportunity to work with the ~~department head~~ academic supervisor to adjust their professional responsibilities throughout their careers in a way that permits them to meet both institutional and individual goals.

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

For each performance review, ~~the faculty member shall be assigned a numerical performance rating by the Provost. In addition,~~ a written report shall be prepared by the academic supervisor, and this report shall identify strengths and any deficiencies in the faculty member's performance. The faculty member shall be given a copy of this report, and he or she shall then have ten (10) working days to prepare a written response to this report if he or she desires to do so. The report and any written response on the part of the faculty member shall be forwarded to the dean and the provost, and a copy ~~Both the report and the faculty member's response~~ shall be maintained in the faculty member's official Personnel File.²

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.2.1 – Leave Accrual (Sick)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.2.1 – Leave Accrual (Sick)

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 F.3.2.1 – Leave Accrual (Sick), are requested to make the policy consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of benefits.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

F.3.2.1 Leave Accrual

Full-time faculty members and administrative professionals on ~~regular, multi-year research, or special,~~ twelve (12) month appointments, ~~and full-time temporary faculty members and administrative professionals on~~ twelve (12) month appointments, who have completed twelve (12) consecutive months of employment earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. One (1) day of sick leave is considered to be eight (8) hours of sick leave.

Full-time faculty members and administrative professionals on ~~regular, multi-year research, or special,~~ nine (9) month appointments ~~and full-time temporary faculty members and administrative professionals on~~ nine (9) month appointments who have completed two (2) consecutive semesters earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. Full-time nine (9) month faculty members and administrative professionals who accept summer session appointments accumulate sick leave at the rate of one and one-quarter days (1.25) per month while on such appointment.

F ~~faculty members and administrative professionals on regular, multi-year research, or special appointments of~~ appointed less than full-time, but at least half-time (0.5), earn sick leave prorated by the part time fraction of their appointment. ~~Faculty members and administrative professionals on temporary appointments of less than fulltime, but at least half time (0.5) earn five (5) hours of sick leave per month.~~ Academic Faculty and Administrative Professionals on 12-month temporary appointments of half-time or greater are eligible to accrue sick leave benefits only after completing one year of continuous service. Nine-month temporary employees must have completed two consecutive semesters of continuous half-time or greater employment (excluding summer session) and be reappointed the subsequent academic year to become eligible.

Post doctoral fellows, veterinary interns, and clinical psychology interns with appointments of less than full-time, but at least half-time (0.5) earn sick leave each fiscal year prorated by the part time fraction of their appointment. Sick leave accrues and expires each fiscal year.

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

No sick leave is earned by employees working less than half-time (0.5) or employed on an hourly basis. ~~Postdoctoral fellows and g~~ Graduate assistants do not earn sick leave.

Employees who begin work after the first of a month or who terminate before the end of a month earn sick leave on a prorated basis as described in the *Personnel/Payroll Manual (Section 2)*.

The accrual of sick leave is rounded to the nearest 1/100 of an hour. Sick leave does not accrue during leave without pay nor during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

At the time of initial employment, the employee shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). This initial year of sick leave is an "advance" and must be earned before any additional sick leave shall accrue. It is possible that it will take the employee more or less than one (1) year to earn the amount of sick leave advanced and begin accruing additional sick leave (e.g., the employment status could change, or the employee could take leave without pay).

Post doctoral fellows, veterinary interns, and clinical psychology interns shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). The sick leave "advance" is earned on a fiscal year basis and does not carry forward.

If an employee with accrued sick leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued sick leave and the ability to use this sick leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn sick leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued sick leave shall continue to be available for use by the employee.

MATTERS FOR ACTION:

2012-13 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 2012-13 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 to make the policy consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of privileges.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

G.1 Study Privileges

Under the following conditions, faculty members, ~~and~~ administrative professionals, ~~and post doctoral fellows, veterinary interns, and clinical psychology interns~~ 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. The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses.
- b. Faculty members, ~~and~~ administrative professionals ~~on regular, multi-year research, or special appointments,~~ and post doctoral fellows, veterinary interns, and clinical psychology interns become eligible for this study privilege as soon as their employment begins.
- c. Faculty members on temporary appointments ~~and administrative professionals~~ become eligible for this privilege after completing one (1) year of service at .50 time or greater.

No other changes to this section.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section I.6.2 – Evening or Saturday Examinations

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.6.2 – Evening or Saturday Examinations

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 I.6.2 – Evening or Saturday Examinations are requested because the proposed revisions will update existing language to increase regular week days available for evening examinations and to encourage faculty to identify specific dates of the semester when multi-section examinations will be simultaneously administered. This revision is in response to the increased need for large general assembly classrooms for evening multi-section examinations, and the need to avoid potential exam conflicts in student course schedules.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

I.6.2 Evening or Saturday Examinations

Academic departments may wish to schedule evening or Saturday examinations for their courses offered during the day for a variety of reasons. The following regulations apply to these evening or Saturday examinations:

- a. The department head shall notify the Registrar's Office on the working draft for the development of the class schedule of departmental plans to offer evening or Saturday examinations outside of regular class periods by identifying the times and ~~days of the week~~ dates for such examinations. Evening examinations may be offered only between 5:00 p.m. and 7:00 p.m. or between 7:00 p.m. and 9:00 p.m. and only on Mondays, Tuesdays, Wednesdays, or Thursdays. Saturday examinations may be offered only between 8:00 a.m. and 10:00 a.m. or between 10:00 a.m. and 12:00 noon. The times and ~~days of the week~~ dates chosen for such examinations are considered part of the assigned meeting times for the course and are included in the course registration process.
- b. The Registrar's Office shall publish the times and ~~days of the week~~ dates for these evening and Saturday examinations in the class schedule for the term involved and, thus, alert students. Suitable classrooms shall be assigned by the Registrar's Office.
- c. Students will need an override to sign up for any other class which meets during these evening or Saturday examination times. Course instructors are not required to make special accommodations for students who have received such overrides.
- d. The instructor of the course involved shall announce the specific dates and times of these examinations, as well as the policies concerning attendance at these examinations, during the first three (3) class meetings. This information shall also be included in the course outlines or syllabi provided to the class.

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

- e. The full policy statement on the scheduling of evening or Saturday examinations outside of regular class periods shall be brought to the attention of all deans and department heads, who are charged with the rigorous enforcement of the regulations governing the publication and announcement of such examinations.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section K.11 – Grievance Panel and Hearing Committee; Section K.12 –
University Grievance Officer; K.13 – University Mediators

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K.11 – Grievance Panel and Hearing Committee; Section K.12 – University Grievance Officer; K.13 – University Mediators.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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:

Revisions to Section K.11.1 were necessary because the grievance panel is essentially a pool of faculty members or administrative professionals from which Hearing Committees can be recruited. The group does not meet outside of an official grievance hearing and, therefore, needs no bylaws. Thus, the University Grievance Office recommended striking the remaining language in the paragraph and adding two subparagraphs (K.11.1.1 and K.11.1.2) that call for an appointed (versus elected) Chair to carry out a few key tasks specified for the chair in the *Manual*.

Revisions to Section K.12.4 were necessary as the evaluation of the University Grievance Officer has historically been limited due to the need for confidentiality of participants in the grievance process. The addition of numerical identifiers allows others involved in University Grievance Officer evaluation to receive input from participants. The Grievance Panel Chair will receive the returned participant surveys and anonymity of participants will be maintained.

Revisions to Sections K.13.2 and K.13.3 were necessary to correct the supplemental pay process and eligibility for the University Mediators.

The deletion of Section K.13.4 is necessary as the responsibility for training has been delegated by the Provost to the University Grievance Officer, and this duty has been included in the University Grievance Officer's duties.

Section K.13.5 has been deleted because the *Manual* provides no guarantees to University Mediators and states no clear policy. In addition, the *Manual* should not deal in “what might happen”. Also, the language pertaining to “case-by-case basis” is not clear, i.e. whether the case is the particular mediator or the particular grievance. A mediation cannot be held up while such a decision is being made. Similarly, neither Faculty Council nor the Administrative Professional Council can specify the terms of coverage; this is a matter for the General Counsel. As practical matter, we must be able to explain what legal protections are provided to University Mediators at the time they are recruited. Liability is discussed in Section I.20.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

K.11 Grievance Panel and Hearing Committees

K.11.1 Grievance Panel

The Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) tenured faculty members, with at least one (1) from each college and the University Libraries, and twenty-one (21) administrative professionals, representing at least four (4) administrative areas. Administrative professionals shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University. No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on the Grievance Panel. ~~The Grievance Panel shall operate under a set of bylaws that describes the operating procedures of the Grievance Panel and Hearing Committees. These bylaws shall be prepared by the Grievance Panel, or a subcommittee thereof, in consultation with the UGO, and they shall be reviewed annually and modified as appropriate. The Grievance Panel shall elect a chairperson who can call and conduct meetings of the Grievance Panel. The UGO shall be an ex officio and non-voting member of the Grievance Panel during its meetings.~~

K.11.1.1. Duties

As specified elsewhere in this section, individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to the procedures outlined in Section K and the activities of the UGO.

K.11.1.2 Chair

Each year, a Grievance Panel Chair shall be appointed jointly by the presidents of the Faculty Council and Administrative Professional Council from among the panel's elected members. This volunteer position shall be filled by a faculty member in academic years ending in an odd number and by an administrative professional in academic years ending in an even number.

As specified elsewhere in this Section, the chair's duties are:

- a. To meet with the UGO at least quarterly or as needed to review activities of the UGO.
- b. To review challenges to the qualification and classification of grievances by the UGO (Section K.10.1).
- c. To appoint a subcommittee to seek nominations and interview prospective UGO candidates (Section K.12.1).
- d. To confer with the Provost on the appointment of a Temporary Special University Grievance Officer, as needed (Section K.12.6).
- e. To advise the UGO on policy and procedural matters covered in this Section.
- f. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in this Section.
- g. To provide input for the UGO's annual report (Section K.12.4.h.).
- h. To assist the Faculty Council and the Administrative Professional Council in their annual evaluation of the UGO by receiving and reporting on questionnaires to parties inquiring about or involved in mediation or the grievance process. These questionnaires will be distributed by the UGO (Section K.12.4.1).
- i. To provide input on the UGO's annual performance review (Section K.12.1.)

K. 11.2 through K.11.4 - no changes

K.12 University Grievance Officer

K.12.1 – no changes

K.12.2 Oversight of the University Grievance Officer

~~The UGO shall be responsible to the Grievance Panel (see Section K.11.1), which shall be authorized to adopt procedural guidelines necessary to implement provisions of Section K, as well as to assure that the UGO meets his or her responsibilities under Section K.12.~~

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the advice of the Chair of the Grievance Panel on procedural matters. The UGO shall report administratively to the Provost.

K.12.3 Service of the University Grievance Officer - No changes

K.12.4 Duties of the University Grievance officer

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.
- 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 Hearing Committees, calling individuals to appear before the Hearing Committees, and establishing the rotation order for service by the members of the Panel on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panel, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.

- e. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- 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 K.10.
- g. Facilitating the conduct of Hearings decision pursuant to Section K and Section E.15.
- h. Preparing an annual report, in consultation with the Chair of the Grievance Panel each June for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- i. Maintaining and updating the list of UMs.
- j. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- k. Coordinating orientation and training of University Mediators and Grievance Panel members.
- l. Assisting the Faculty Council and Administrative Professional Council in their annual evaluations of the UGO by distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity.

K.12.5 through K.12.6 – *no changes*

K.13 University Mediators

K.13.1 Qualifications of University Mediators – *no changes*

K.13.1.1 – *no changes*

K.13.1.2 – *no changes*

K.13.2 Selection, and Terms, and Evaluation of University Mediators for Academic Faculty

The Chair of Faculty Council 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 Council Executive Committee, the Council of Deans, and any other appropriate groups, the Chair of Faculty Council 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. The UMs for academic faculty members shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, As appropriate, individuals appointed as academic faculty UMs may have their effort distributions adjusted, as negotiated may negotiate this change in effort distribution or workload with their immediate supervisor, to reflect their involvement in the Mediation process.; or they may receive release time from their academic obligations, or compensation, as determined by the Provost, if mediation is required beyond their appointment periods or if they are retired.

The term of office for a UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. Mediators who have mediated one or more cases. Each UM shall be evaluated in that calendar year by the annually. In February, Executive Committee of the Faculty Council, who shall send a written performance evaluation to the Provost, ~~and the~~ The Provost shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment. If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council 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.

K.13.3 Selection, and Terms, and Evaluation of University Mediators for Administrative Professionals

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for UMs for administrative professionals prior to the end of each academic year. In consultation with the Administrative Professional Council and any other appropriate groups, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward

recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The UMs for administrative professionals shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations (VPUO) and the administrative professional's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, ~~As appropriate,~~ individuals appointed as administrative professional UMs may negotiate this change in effort distribution or workload with their immediate supervisor, ~~may have their effort distributions adjusted by their immediate supervisor to reflect their involvement in the Mediation process. or, in the case of retired administrative professionals, shall receive adequate compensation, as determined by the Vice President for Administrative Services University Operations.~~

The term of office shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. Administrative professional University Mediators who have mediated one or more cases ~~Each UM shall be evaluated in that calendar year by annually. In February,~~ the Executive Committee of the Administrative Professional Council, who shall send a written performance evaluation to the Vice President for University Operations, ~~and the~~ The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

~~K.13.4 University Mediators' Training~~

~~The UM's 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 and the Vice President for University Operations and be held by experienced mediation professionals, as determined by the Provost and the Vice President for University Operations.~~

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

~~**K.13.5 Risk Management and Governmental Immunity Provisions for
University Mediators**~~

~~The UM's may be covered by the State's risk management and
governmental immunity provisions. Such determinations are made by Risk
Management and the General Counsel on a case-by-case basis.~~

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section Appendix 3: Family Medical Leave Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section Appendix 3: Family Medical Leave Policy

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 Appendix 3: Family Medical Leave Policy are requested to make the policy consistent with the new federal FMLA 2013 requirements and were requested by the Human Resource Services.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

APPENDIX 3: FAMILY MEDICAL LEAVE POLICY

Introduction

Colorado State University (CSU) recognizes that its faculty and staff strive to balance the responsibility of their work and personal lives. This Family Medical Leave Policy is designed to support those efforts and to comply with the provisions of the Family Medical Leave Act of 1993 (FMLA), as later amended, and applicable implementing regulations. Much of the language in Appendix 3 is taken from the FMLA of 1993 and later amendments as of ~~February 2011~~ March 2013.

Entitlement to Family Medical Leave

An Eligible Employee is entitled to up to twelve (12) work weeks of FM Leave during a rolling twelve (12) month year that begins on the first date the Eligible Employee uses FM Leave. These twelve (12) work weeks of FM Leave do not need to be consecutive. The Eligible Employee is not expected to "make up" the time taken as FM Leave. FM Leave may be taken for any one (1) or a combination of the following reasons:

- a. The birth of a Child to the Eligible Employee or the Eligible Employee's spouse or domestic partner and care for the newborn Child. In this case, the FM Leave must be completed within twelve (12) months of the date of birth.
- b. The placement of a Child for adoption or foster care with the Eligible Employee or the Eligible Employee's spouse or domestic partner and care for the newly placed Child. In this case, the FM Leave must be completed within twelve (12) months of the date of placement.
- c. Care for a spouse, domestic partner, Child, or parent with a serious health condition.
- d. Inability of the Eligible Employee to perform one or more of the essential functions of his or her position because of his or her serious health condition.

- e. For a spouse, domestic partner, Child, or parent ~~in the Regular Armed Forces, National Guard, or Reserves~~ called on covered active duty or called to active duty status with the Armed Forces in support of a contingency operation for a due to a "Qualifying Exigency," which is defined as one (1) of the following situations:
- f. Advance notice of deployment that is one week or less.
- g. Military events or related activities.
- h. Urgent (as opposed to recurring or routine) child-care/school activities.
- i. Financial or legal tasks to deal with the family member's call to active duty.
- j. Counseling for the Eligible Employee or a Child which is not otherwise covered by FM Leave.
- k. Spending time with the service member on rest and recuperation breaks during deployment.
- l. Post-deployment activities.
- m. Other situations arising from the call to active duty, as agreed upon by the Eligible Employee and his or her supervisor.

Military Caregiver Leave

An Eligible Employee who is the spouse, domestic partner, Child, parent, or next of kin of a service member in the ~~Regular Armed Forces, National Guard, or Reserves~~ is entitled to up to twenty-six (26) work weeks of Military Caregiver Leave during a rolling twelve (12) month year to care for the service member if he or she becomes seriously injured or ill in the line of duty. The service member must be undergoing medical treatment, recuperation, or therapy; be in outpatient care; or be on the temporary disability retired list. In addition to service members, this provision applies to a veteran undergoing medical treatment, recuperation, or therapy for an injury or illness that existed prior to the beginning of the veteran's active duty, but was aggravated by service in the Armed Forces. The veteran's discharge must have been other than dishonorable and must have been effective who was a service member at any time during the five (5) year

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

period immediately preceding the date on which the leave is to begin. ~~the veteran began this medical treatment, recuperation, or therapy.~~ The rolling year for Military Caregiver Leave begins on the first date that the Eligible Employee uses the Military Caregiver Leave, and this rolling year is distinct from the rolling year for any other FM Leave. However, the use of Military Caregiver Leave cannot cause the total use of all types of FM Leave to exceed twenty-six (26) work weeks during any twelve (12) month period.

No other changes to this section.

MATTERS FOR ACTION:

Honorary Degree Policy Modifications

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the suggested modifications to the Honorary Degree Process and Procedures effective August 2, 2013.

EXPLANATION:

Presented by Tony Frank, President.

A recent study from the Education Advisory Board which evaluated the honorary degree policies and procedures at sixteen major universities showed that our policies and procedures are very much in line with those policies and procedures at those institutions. However, the following minor changes are warranted:

1. Limit the number of honorary degrees to no more than one at any one commencement ceremony (unless jointly given to a couple, etc.).
2. Modify the honorary degree process documentation to clarify the criteria for awarding honorary degrees, specifically the definition of philanthropic acts.
3. Modify the honorary degree process documentation to clarify the eligibility criteria to highlight the preference given to individuals with a significant connection to Colorado State University.

These revisions have been developed with consideration given to best practices at our peer institutions and the external study of policies and procedures for awarding honorary degrees conducted in August 2012 by the Education Advisory Board.

Honorary Degree Guidelines

Colorado State University

August 2, 2013

Approved by FC Executive Committee and COD

Purpose

Honorary degrees awarded by Colorado State University recognize individuals who have attained achievements which are extraordinary and of lasting distinction. In awarding honorary degrees, the University 1) reaffirms its commitment to the principles of intellectual and professional achievement which underlie its mission, 2) confers honor and distinction upon those who have made outstanding contributions to the advancement of knowledge and artistry and to society, and 3) pays tribute to individuals whose association with Colorado State University brings honor and distinction to the University community.

Honorary degree candidates are expected to be of exceptional quality, having national or international prominence, and bring prestige to the University by their acceptance of the award.

Criteria

Persons dedicated to the purpose, nature, and mission of the University, who have achieved outstanding distinction through civic, intellectual, philanthropic or artistic contributions to the development of the area, state, nation, and/or the world may be nominated for an honorary degree in one or more of the following categories:

1. Intellectual distinction in particular fields;
2. Outstanding achievement in professional and/or personal capacities;
3. Significant and lasting contributions to society;
4. Exceptional acts of philanthropy to the university and/or to the nation or world.

Eligibility

Individuals who have demonstrated the appropriate criteria are eligible for nomination, with the exception of those individuals who are current members of the Board of Governors, faculty or staff currently employed by the University or current candidates or holders of federal or state elective office. Individuals may have an existing association with the University, such as affiliate or emeritus/emerita faculty.

Preference shall be given to nominations of persons who are connected in some significant way with the state or with the university, although a Colorado State University connection is not a pre-requisite to an honorary degree. Generally, honorary degrees shall not be awarded in absentia, except when awarded posthumously

Procedures

1. Nominations for honorary degrees are made by members of the academic faculty, with endorsement by the dean of the college, to the Provost and the Honorary Degree Committee.
2. Members of the Honorary Degree Committee are nominated by the Provost and submitted to the President for confirmation. The eight member Committee will include one University Distinguished Teaching Scholar; one University Distinguished Professor; the chair of Faculty Council; a faculty member selected from the Committee on Scholarship, Research and Graduate Education; the Vice Provost for Graduate Studies and Assistant Vice President for Research; the Vice Provost for Faculty Affairs; the Vice President for University Advancement; and one Dean appointed by the Provost. Effort should be made to distribute representation among academic colleges. Faculty members shall serve for staggered three year terms. The Committee is chaired by the Chair of Faculty Council.
3. Calls for nominations for honorary degree candidates will be made by the Provost's office. Long-term planning is expected within the colleges to bring forth nominations that will enhance the prominence of the University and programs. The target dates for receipt of nominations are March 15th for the subsequent fall commencement and November 1st for the subsequent spring commencement.
4. Nomination materials must include: 1) a nomination letter from a member of the academic faculty addressing specific contributions, which distinguish the candidate as an individual worthy of this designation; 2) endorsement by the dean of the college; 3) a biographical statement or curriculum vitae; 4) a one page narrative which includes an abbreviated version of the candidate's qualifications; and 5) supporting documentation which may include letters of endorsement. The nominator may be asked to present a brief oral presentation to the committee on behalf of the candidate.
5. Nominations should be addressed to the Provost, Attn: Honorary Degree Committee, Colorado State University, Fort Collins, CO 80523-1001.
6. Nominations will be screened by the Vice President for University Advancement, in consultation with the President, to provide input into the Honorary Degree Committee deliberations.
7. Qualification of all nominees will be examined by the Honorary Degree Committee and a recommendation regarding acceptability of each nominee will be made by the Committee through the Provost to the President. Recommendations by the Honorary Degree Committee will be made by majority vote of the members. Voting may be done electronically, if appropriate.
8. From the list of nominees found acceptable by the Honorary Degree Committee, the President will submit recommended candidates for honorary degrees to the Executive Committee of Faculty Council for approval on behalf of the academic faculty for the awarding of honorary degrees.
9. From the list of candidates approved for honorary degrees by the Executive Committee of Faculty Council, the President will select candidates for formal recommendation to the Board of Governors for final approval.
10. The honorary degrees offered will include but may not be limited to Doctor of Humane Letters and Doctor of Science.

11. If an applicant is unable to accept the award in the year the degree is to be awarded, the individual may remain eligible to receive the award for the next successive two years without further action.
12. Honorary doctorate degrees will be awarded at the Graduate School commencement ceremonies or within a specific college commencement ceremony. Usually, not more than two honorary degrees will be awarded per semester and no more than one will be awarded at any one commencement ceremony.
13. All matters relating to the honorary degree candidates are confidential until final approval by the Board of Governors.
14. If nomination on behalf of an individual is not recommended for an honorary degree, this action does not preclude future nominations. In the event that the application is not found acceptable, the Committee chair will solicit input from the Committee members and report summaries of this information to the nominator.

UNIVERSITY LEADERSHIP COUNCIL



Policies and Procedures for Awarding Honorary Doctoral Degrees

Custom Research Brief

Research Associate

Erin McDougal

Research Manager

Sarah Moore

August

2012

LEGAL CAVEAT

The Advisory Board Company has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and The Advisory Board Company cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, The Advisory Board Company is not in the business of giving legal, medical, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, medical, tax, or accounting issues, before implementing any of these tactics. Neither The Advisory Board Company nor its officers, directors, trustees, employees and agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by The Advisory Board Company or any of its employees or agents, or sources or other third parties, (b) any recommendation or graded ranking by The Advisory Board Company, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

The Advisory Board is a registered trademark of The Advisory Board Company in the United States and other countries. Members are not permitted to use this trademark, or any other Advisory Board trademark, product name, service name, trade name and logo, without the prior written consent of The Advisory Board Company. All other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names and logos or images of the same does not necessarily constitute (a) an endorsement by such company of The Advisory Board Company and its products and services, or (b) an endorsement of the company or its products or services by The Advisory Board Company. The Advisory Board Company is not affiliated with any such company.

IMPORTANT: Please read the following.

The Advisory Board Company has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to The Advisory Board Company. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. The Advisory Board Company owns all right, title and interest in and to this Report. Except as stated herein, no right, license, permission or interest of any kind in this Report is intended to be given, transferred to or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license or republish this Report. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices and other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to The Advisory Board Company.



Table of Contents

I. Research Methodology	4
Project Challenge	4
Project Sources	4
Research Parameters	6
II. Executive Overview	7
Key Observations	7
III. Overview of Honorary Degree Policies across Profiled Institutions	8
Purpose of Honorary Degrees	8
Selection Criteria	8
University System Policies	9
IV. Procedures for Awarding Honorary Degrees	10
Nomination Procedures	10
Honorary Degree Selection Committees	11
Approval Procedures	11
Recognition of Honorary Degree Recipients	12



I. Research Methodology

Project Challenge *Leadership at a member institution approached the Council with the following questions:*

- Who comprises honorary degree selection committees at other institutions?
- What is the role of University Advancement in the selection process? What is the role of potential nominees giving history and/or potential in the selection process?
- What is the impact of political background or affiliation on the selection of recipients for public institutions?
- Do selection criteria include contributions to the public good versus or in addition to the institution?
- Is a progression in awards leading to this most prominent recognition necessary for selection?
- Is a connection to the university a prerequisite for the award at other institutions?
- Is the honorary degree selection process a mechanism for identifying the commencement speaker?
- What is the role of the Board of Trustees in selecting or approving the nominations?
- Do students have a role in the selection or is this the domain of the faculty?

Project Sources *The Council consulted the following sources for this report:*

- Education Advisory Board's internal and online (www.educationadvisoryboard.com) research libraries
- Institutional web sites
 - Bowling Green State University: BGSU Honorary Degrees (<http://www.bgsu.edu/offices/provost/page82271.html>)
 - Butler University: Honorary Degree Policy and Procedure (<https://umbraco.butler.edu/media/2406684/honorarydegreepolicy.pdf>)
 - Florida Atlantic: University Honorary Doctorates (http://www.fau.edu/policies/files/2.3_Honorary_Doctorates__8-10_.pdf)
 - Georgetown University: Policy on the Awarding of Honorary Degrees (<http://www.georgetown.edu/about/governance/honorary-degrees/index.html>)
 - Miami University: Policy and Information Manual (<http://www.miami.muohio.edu/documents/secretary/MUPIM.pdf>)
 - North Carolina State University: POL 01.30.02 - Honorary Degrees (<http://policies.ncsu.edu/policy/pol-01-30-02>)
 - Northern Illinois University: Honorary Degrees (<http://www.niu.edu/provost/awards/degrees.shtml>)
 - Ohio University: Honorary Degree Committee - Charge and Membership (http://www.ohio.edu/standingcommittees/committee.cfm?customel_datapageid_1748687=1749803)
 - Oregon University System: Oregon State Board of Higher Education Policies (http://ous.edu/sites/default/files/state_board/polipro/files/BdPol120308.pdf)
 - Portland State University: Policies and Procedures for Awarding PSU Honorary Degrees (<http://pdx.edu/oaa/policies-and-procedures-awarding-psu-honorary-degrees>)
 - State University of New York: Awarding of Honorary Degrees (http://www.suny.edu/sunypp/documents.cfm?doc_id=150)



- State University of New York at Binghamton: Honorary Degree Recipients (<http://www2.binghamton.edu/president/previous-honorary-degrees.html>)
- Texas A&M University: Awarding Honorary Doctorate Degrees (<http://rules-saps.tamu.edu/PDFs/11.07.99.M1.pdf>)
- University of Florida: Honorary Degree (<http://president.ufl.edu/office/honors-awards>)
- University of Iowa: University of Iowa Policy on Honorary Degrees (<http://www.uiowa.edu/~honorary/policy/index.html>)
- University of North Texas: Honorary Degree Awards Policy (<http://policy.unt.edu/policy/15-1-16>)
- University of Tennessee: Policy and Procedures on Honorary Degrees (<http://provost.utk.edu/policies/honorary-degrees>)
- University of Wisconsin – Milwaukee: Policies and Procedures (<https://cms.uwm.edu/secu/policies/faculty/upload/October2011P-P.pdf>)
- University of Wisconsin System: Granting of Degrees, Honors, and Awards (<http://www.uwsa.edu/bor/policies/rpd/rpd4-6.htm>)
- National Center for Education Statistics [NCES] (<http://nces.ed.gov>)



Research Parameters *The Council reviewed publically available honorary degree policies from the following public and private institutions:*

Guide to the Institutions Profiled in this Brief through Secondary Research

Institution	Region	Carnegie Classification	Approximate Enrollment (Total/Undergraduate)	Type
Bowling Green State University	Midwest	Research Universities (high research activity)	17,600/15,100	Public
Butler University	Midwest	Master's Colleges and Universities (medium programs)	4,600/3,900	Private
Florida Atlantic University	South	Research Universities (high research activity)	29,200/24,600	Public
Georgetown University	Mid-Atlantic	Research Universities (very high research activity)	17,100/7,600	Private
Miami University	Midwest	Research Universities (high research activity)	17,400/14,900	Public
North Carolina State University	South	Research Universities (very high research activity)	34,800/25,200	Public
Northern Illinois University	Midwest	Research Universities (high research activity)	23,000/17,300	Public
Ohio University	Midwest	Research Universities (high research activity)	26,200/21,650	Public
Portland State University	Pacific West	Research Universities (high research activity)	28,600/22,800	Public
State University of New York at Binghamton	Northeast	Research Universities (high research activity)	14,700/11,900	Public
Texas A&M University	South	Research Universities (very high research activity)	50,200/39,900	Public
University of Florida	South	Research Universities (very high research activity)	49,600/32,600	Public
University of Iowa	Midwest	Research Universities (very high research activity)	29,800/21,600	Public
University of North Texas	South	Research Universities (high research activity)	37,800/29,900	Public
University of Tennessee	South	Research Universities (very high research activity)	30,200/21,200	Public
University of Wisconsin - Milwaukee	Midwest	Research Universities (high research activity)	29,350/24,300	Public

Source: National Center for Education Statistics



II. Executive Overview

Key Observations

The selection criteria outlined in most profiled honorary degree policies include **distinguished scholarly or artistic achievements; regional, national or international contributions to the public arena; and/or substantial contributions to the university and the university community.** Only two profiled institutions require association with the university as a prerequisite for an honorary degree nomination. In addition, one institution system requires that at least half of the selected candidates have some connection with the university system, the city, or the state. Five profiled institutions only grant preference to individuals with meaningful connections to the state or the university. No profiled honorary degree policy states that an individual must receive a progression of awards to be eligible.

Most profiled institutions do not allow current university employees, students, or trustees, elected or appointed public officials, and past or future university benefactors to be nominated. One profiled institution explicitly forbids the awarding of honorary degrees to current public officials or political appointees at the national, state, or local government levels. In contrast, two profiled institutions only restrict the nomination of elected officials to the local or state governments who may retain jurisdiction over the university system. Additionally, five of the sixteen profiled institutions explicitly state that individuals in consideration for any past, present, or future donations to the university cannot receive honorary degrees.

Eight of the sixteen profiled institutions accept nominations from any member of the university community, including students, faculty, staff, alumni, council members, trustees, and friends of the university. In contrast, one profiled institution only permits current faculty members to nominate individuals for honorary degrees. The typical honorary degree nomination package must be submitted to the university president and include a letter of nomination, multiple letters of recommendation, and the nominee's bibliographical statement in the form of a curriculum vitae, resume, or biography.

Across profiled institutions, typical honorary degree selection committee consists of nine members including the following: tenured faculty members elected by various constituents (e.g., faculty senate, provost, university president, and vice president for research), senior administrators, lower level administrators and staff, and campus community members. Most commonly, the honorary degree committee includes the provost, faculty members, board of trustees members, and one or two students. Only one profiled institution includes a staff member from university advancement in the honorary degree selection committee.

Across profiled institutions, common honorary degree candidate approval processes involve the selection committee, faculty senate, university president, and board of trustees. 14 of the 16 profiled institutions require final approval for all honorary degree candidates from the board of trustees; in contrast, the president at two institutions retains final approval, following the recommendations by the honorary degree committee and faculty senate. Only three profiled institutions limit the number of honorary degree nominations allowed for final approval, ranging from two to five candidates. Additionally, eight of the sixteen profiled institutions explicitly limit the number of honorary degrees that an institution may award during any given commencement ceremony or academic year, ranging from two to six recipients.

Although most profiled institutions expect an honorary degree recipient to deliver brief remarks at commencement, no policy explicitly states that the honorary degree selection process may be used as a mechanism for identifying the commencement speaker. Two profiled institution policies state that commencement speakers may be nominated for honorary degrees but must still meet the stated eligibility requirements and acquire approval through the same nomination process as the other candidates.

III. Overview of Honorary Degree Policies across Profiled Institutions

Purpose of Honorary Degrees

Institutions of higher education award honorary degrees as an extension of their mission to facilitate the discovery, transmission, and preservation of knowledge. Across profiled institutions, university policies state the following additional purposes for awarding honorary doctoral degrees:

- To **recognize individuals who demonstrate extraordinary achievement** over their entire scholarly or artistic careers or who have performed distinguished public service in their lifetime. The honorary degree is not meant to award an individual for a singular deed or accomplishment.
- To **recognize excellence in the scholarly fields of degrees awarded by the university** as well as those that exemplify the history and mission of the university.
- To honor those individuals whose lives and achievements are consistent with the qualities and values espoused by the university in order to **provide examples of the university's aspirations for its graduates**.
- To **elevate the visibility and reputation of the university** by honoring those individuals who are widely known and regarded in their field or in society as a whole.

Selection Criteria

Most profiled honorary degree policies provide two to three concrete selection criteria, consistent with their stated purpose, which candidates must meet in order to receive a recommendation for an award. Several policies emphasize the importance of awarding honorary degrees to women, minorities, and those that have not received past awards. However, the majority of policies outline broad criteria in order to increase the breadth of the candidate pool each year. Across profiled institutions, individuals must satisfy one or more of the following criteria in order to receive an honorary degree:

Honorary Degree Recipient Selection Criteria

- ✓ Individuals with distinguished intellectual, scholarly, or creative achievements throughout the course of their entire careers.
- ✓ Individuals with regional, national or international recognition and contributions to the public arena that have enhanced society as a whole or have brought significant benefit to particular groups.
- ✓ Individuals who have made substantial contributions to the university and its community.
- ✓ Individuals with noteworthy and significant associations or relationships with the university, or particularly close connections between their achievements and the mission of the university.

Only **Georgetown University** and the **University of North Texas** *require* association with the university as a prerequisite for an honorary degree nomination. In addition, the **University of Wisconsin – Milwaukee** *requires* that at least half of the selected candidates have some connection with the university system, the city of Milwaukee, or the state of Wisconsin. However, five profiled institutions only *grant preference* to individuals with meaningful connections to the state or the university.

Sources: "Policy on the Awarding of Honorary Degrees," Georgetown University, <http://www.georgetown.edu/about/governance/honorary-degrees/index.html>; "Honorary Degree Awards Policy," University of North Texas, <http://policy.unt.edu/policy/15-1-16>; "Policies and Procedures," University of Wisconsin – Milwaukee, <https://cms.uwm.edu/secu/policies/faculty/upload/October2011P-P.pdf>.



Limitations on Eligibility

- ✦ **Current Employees or Students:** At most profiled institutions, current faculty, staff, trustees, and students are ineligible for consideration for an honorary degree until they have separated from the university for two or more years.
- ✦ **Elected or Appointed Public Officials:** Eleven of the sixteen profiled institutions partially limit or prohibit nominations for elected or appointed public officials as well as candidates for office. The **University of Wisconsin–Milwaukee** explicitly forbids the awarding of honorary degrees to current public officials or political appointees at the national, state, or local government levels.¹ In contrast, **North Carolina State University** and **SUNY at Binghamton** only restrict the nomination of elected officials to the local or state governments who may retain jurisdiction over the university system.² The honorary degree policy at **Ohio University** does not ban the awarding of honorary degrees to these individuals but recommends they be awarded sparingly.³ No honorary degree policy states that individuals with certain political backgrounds or affiliations are ineligible, as long as they do not currently maintain an active campaign or hold office.
- ✦ **University Benefactors:** Five of the sixteen profiled institutions explicitly state that individuals in consideration for any past, present, or future donations to the university cannot receive honorary degrees. In contrast, the **Ohio University** policy states that outstanding benefactors to the university should be given “special attention.”⁴
- ✦ **Posthumous Nomination:** Only **Texas A&M University** explicitly forbids the awarding of an honorary degree posthumously, but both the **University of North Texas** and **SUNY at Binghamton** recommend posthumous awards be granted under exceptional circumstances.⁵

University System Policies *Most University Systems Provide Honorary Degree Guidelines for Campuses*

All profiled institutions within university system of governance must follow guidelines established by the system for awarding honorary degrees. The level of detail in these policies and procedures varies by system; for example, the **University of Tennessee** system prescribes a general honorary degree policy and each affiliated institution may establish their own procedures for submitting and approving nominations.⁶ In contrast, the **State University of New York** system provides detailed procedures for each affiliated institution to follow when awarding honorary degrees. Due to the large size of the university system, SUNY confers honorary degrees at the system level through an approval process that involves system-level administrators, appointed faculty members, and the Board of Trustees. Although the honorary degrees are conferred at the system level, candidates are awarded honorary degrees during individual institution commencement ceremonies at the institution from which their nomination originated. The complex and multi-step approval procedures require the SUNY system to maintain a more detailed policy that each affiliated institution must follow.⁷

¹ “Policies and Procedures,” University of Wisconsin – Milwaukee, <https://cms.uwm.edu/secu/policies/faculty/upload/October2011P-P.pdf>.

² “POL 01.30.02 - Honorary Degrees,” North Carolina State University, <http://policies.ncsu.edu/policy/pol-01-30-02>; “Awarding of Honorary Degrees,” State University of New York, http://www.suny.edu/sunypp/documents.cfm?doc_id=150.

³ “Honorary Degree Committee - Charge and Membership,” Ohio University, http://www.ohio.edu/standingcommittees/committee.cfm?custome1_datapageid_1748687=1749803.

⁴ “Honorary Degree Committee - Charge and Membership,” Ohio University.

⁵ “Awarding Honorary Doctorate Degrees,” Texas A&M University, <http://rules-saps.tamu.edu/PDFs/11.07.99.M1.pdf>; “Honorary Degree Awards Policy,” University of North Texas, <http://policy.unt.edu/policy/15-1-16>; “Awarding of Honorary Degrees,” State University of New York.

⁶ “Policy and Procedures on Honorary Degrees,” University of Tennessee, <http://provost.utk.edu/policies/honorary-degrees>.

⁷ “Awarding of Honorary Degrees,” State University of New York.



IV. Procedures for Awarding Honorary Degrees

Nomination Procedures *Most Institutions Allow the Entire University Community to Nominate Candidates*

Eight of the sixteen profiled institutions allow nominations from any member of the university community, including students, faculty, staff, alumni, council members, trustees, and friends of the university; **Florida Atlantic University** allows the general public to submit nominations as well.⁸ In contrast, the **University of Tennessee** only permits current faculty members to nominate individuals for honorary degrees.⁹

Florida Atlantic University may conduct full background checks of honorary degree nominees and factor the findings into the candidate evaluation process.

Source: "Honorary Doctorates," Florida Atlantic University, http://www.fau.edu/policies/files/2.3_Honorary_Doctorates__8-10_.pdf.

Required Materials for Nomination Packages

* *Most commonly required materials across profiled institutions*

- **Standard Nomination Form:** A standardized form that includes nominator and nominee contact information as well as authorization signatures, when applicable
- **Letter of Nomination*:** A short letter that describes the candidate's achievements and how they relate to the institution's specific selection criteria
- **Biographical Information*:** In the form of a biography, curriculum vitae, or resume
- **Letters of Recommendation*:** Typically from three to six individuals, both internal and external to the university; in contrast, the **University of North Texas** does not accept letters of recommendation in nomination packages.
- **Supporting Articles:** Nominators may submit newspaper articles, reviews, or additional materials that describe the nominee's work and contributions.
- **Conflict of Interest Information:** At the **University of Tennessee**, nominators must explain their relationship with the nominees and reveal any potential conflicts of interest.

Sources: "Honorary Degree Awards Policy," University of North Texas, <http://policy.unt.edu/policy/15-1-16>; "Policy and Procedures on Honorary Degrees," University of Tennessee, Knoxville, <http://provost.utk.edu/policies/honorary-degrees/>

The Office of the President Receives Nomination Packages at Most Institutions

Most honorary degree policies at profiled institutions request that the university community send nomination packages to the office of the president, typically a few months before the next commencement ceremony. However, at **SUNY at Binghamton**, **Texas A&M University**, and the **University of Wisconsin – Milwaukee** nominators must send packages to the dean of their academic department or non-departmentalized school or college for submission.¹⁰ In addition, **Bowling Green State University**, **Miami University**, and the **University of Iowa** require that nominators submit their packages to the Provost's office, the Secretary of the Faculty Senate, and directly to the Honorary Degree Committee, respectively.¹¹

⁸ "Honorary Doctorates," Florida Atlantic University, http://www.fau.edu/policies/files/2.3_Honorary_Doctorates__8-10_.pdf.

⁹ "Policy and Procedures on Honorary Degrees," University of Tennessee.

¹⁰ "Honorary Degree Recipients," State University of New York at Binghamton, <http://www2.binghamton.edu/president/previous-honorary-degrees.html>; "Awarding Honorary Doctorate Degrees," Texas A&M University; "Policies and Procedures," University of Wisconsin – Milwaukee.

¹¹ "BGSU Honorary Degrees," Bowling Green State University, <http://www.bgsu.edu/offices/provost/page82271.html>; "Policy and Information Manual," Miami University, <http://www.miami.muohio.edu/documents/secretary/MUPIM.pdf>; "University of Iowa Policy on Honorary Degrees," University of Iowa, <http://www.uiowa.edu/~honorary/policy/index.html>.

Honorary Degree Selection Committees

9 members

Average Committee Size

Across 13 of the profiled institutions, the honorary degree selection committee consists of approximately nine members.

Across profiled institutions, honorary degree selection committees are typically composed of tenured faculty members elected by various constituents (e.g., faculty senate, provost, university president, and vice president for research), senior administrators, lower level administrators and staff, and campus community members. Most commonly, the honorary degree committee includes the provost, faculty members, board of trustees members, and one or two students. Only the **University of North Texas** includes a staff member from the Division of University Advancement in the honorary degree selection committee.¹² In contrast, the Academic Committee of the Board of Directors at **Georgetown University**, composed of various board of trustees members, reviews all honorary degree nominations.¹³

Common Honorary Degree Committee Members across Profiled Institutions

Senior Administrators

Members:

- University System President
- **University President***
- **Provost****
- Vice President for Student Affairs
- Vice President for University Relations

Faculty Members

Members:

- **Tenured Faculty Members*****
- Full/Associate Faculty Members
- Chair/Vice Chair of the Faculty Senate
- Distinguished University Professors

Administrators and Staff

Members:

- Academic Deans
- Academic Affairs Staff
- Staff Council Representative
- Alumni Association Representative
- University Advancement Staff

Campus Community

Members:

- Vice Chair of the Board of Trustees
- **Board of Trustees Members***
- **Undergraduate Students***
- **Graduate Students***
- Alumni

* These representatives serve on committees at three to five profiled institutions.

** These representatives serve on committees at five to nine profiled institutions.

*** These representatives serve on committees at more than ten profiled institutions.

Approval Procedures

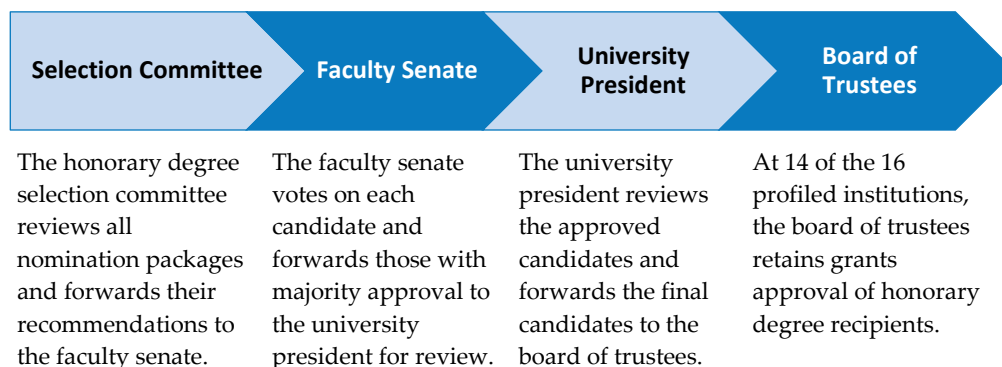
Across profiled institutions, the most common honorary degree candidate approval process involves the selection committee, faculty senate, university president, and board of trustees. 14 of the 16 profiled institutions require final approval for all honorary degree candidates from the board of trustees; in contrast, the Presidents at **Portland State University** and the **University of Wisconsin-Milwaukee** retain final approval power following the recommendations by the Honorary Degree Committee and Faculty Senate.¹⁴

¹² "Honorary Degree Awards Policy," University of North Texas.

¹³ "Policy on the Awarding of Honorary Degrees," Georgetown University, <http://www.georgetown.edu/about/governance/honorary-degrees/index.html>.

¹⁴ "Policies and Procedures for Awarding PSU Honorary Degrees," Portland State University, <http://pdx.edu/oaa/policies-and-procedures-awarding-psu-honorary-degrees>; "Policies and Procedures," University of Wisconsin – Milwaukee.

Typical Process for Honorary Degree Candidate Approval



Limitations on Number of Honorary Degree Nominations and Awards

Only three profiled institutions limit the number of honorary degree nominations allowed for final approval, ranging from two to five candidates. Additionally, eight of the sixteen profiled institutions explicitly limit the number of honorary degrees that an institution may award during any given commencement ceremony or academic year, ranging from two to six recipients. The **State University of New York** system does not award more than 75 honorary degrees each academic year and limits the number of honorary degrees given by each campus to four awards.

Sources: "Awarding of Honorary Degrees," State University of New York.

Recognition of Honorary Degree Recipients

Most Profiled Institutions Require Honorary Degree Recipients to Attend Commencement

At most profiled institutions, honorary degree recipients must attend commencement in order to receive their honorary doctorate during that academic year. If a recipient cannot attend the ceremony, then administrators may decide to delay his or her award until the subsequent commencement. Additionally, several profiled institutions allow approved candidates to remain active for several years; for example, approved honorary degree candidates at **Butler University** remain in the active candidate pool for five years or until they are awarded an honorary degree, whichever comes first.¹⁵ Those candidates nominated for but not awarded an honorary degree at **North Carolina State University** retain active status for an additional academic year before their candidacy requires re-approval from the Board of Trustees.¹⁶

Types of Honorary Degrees

- Doctor of Humane Letters (L.H.D.)
- Doctor of Science (Sc.D.)
- Doctor of Laws (LL.D.)
- Doctor of Fine Arts (D.F.A)
- Doctor of Literature (Litt.D.)
- Doctor of Music (Mus.D.)

¹⁵ "Honorary Degree Policy and Procedure," Butler University, <https://umbraco.butler.edu/media/2406684/honorarydegreepolicy.pdf>.

¹⁶ "POL 01.30.02 - Honorary Degrees," North Carolina State University.

No Policy States that Honorary Degree Recipients Should Deliver the Commencement Address

Although most profiled institutions expect an honorary degree recipient to deliver brief remarks at commencement, no policy explicitly states that the honorary degree selection process may be used as a mechanism for identifying the commencement speaker. Only four profiled institutions mention commencement speakers in the honorary degree policy:

- The **Ohio University** and **State University of New York** system policies state that commencement speakers may be nominated for honorary degrees but must still meet the stated eligibility requirements and acquire approval through the same nomination process as the other candidates.¹⁷
- The **University of North Texas** policy states that an honorary degree recipient “may or may not be asked to present a commencement address.”¹⁸
- Finally, the **Butler University** policy recommends that committees grant special consideration to the preferences of the student body prior to inviting a commencement speaker.¹⁹

¹⁷ “Honorary Degree Committee - Charge and Membership,” Ohio University; “Awarding of Honorary Degrees,” State University of New York.

¹⁸ “Honorary Degree Awards Policy,” University of North Texas.

¹⁹ “Honorary Degree Policy and Procedure,” Butler University.



Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Consent Item

Approved

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2013-2014 program review schedule.

EXPLANATION:

Presented by Tony Frank, President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2013-2014 is submitted for your approval:

Warner College of Natural Sciences
WCNR Inter-Disciplinary Graduate (GDPE)
WCNR Fish Wildlife & Conservation Biology
WCNR Geosciences
WCNR Human Dimensions of Natural Resources
WCNR Ecosystem Science & Sustainability

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Consent Item

College of Natural Sciences

CNS Inter-Departmental BSNS
CNS Bio-Chemistry & Molecular Biology
CNS Chemistry
CNS Physics
CNS Psychology

College of Liberal Arts

CLA Inter-Departmental: Social Sciences and International

Board of Governors of the
Colorado State University System
Meeting date: August 1-2, 2013
Consent Item

Stretch goal: 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:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – clarifications in general shared governance verbiage: This motion is for amending the Colorado State University-Pueblo Faculty Handbook to clarify wording in the general shared governance provisions in the Faculty Handbook. It has been approved by the Colorado State University-Pueblo Faculty Senate on April 15, 2013, and then ratified by faculty referendum May 3, 2013, by a majority of those faculty voting. (This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration April 11, 2013.) Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on August 12, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to a clarifications in general shared governance reporting relating to faculty senate.

EXPLANATION:

Presented by Dr. Carl Wright, Provost and Vice President for Academic Affairs.

The faculty Committee on Shared Governance (CSG) conducted a systematic review in the 2012-2013 academic year. These amendments to the Faculty Handbook will clarify specific sections in regards to the terms of office of CSG, the roles of deans and the CSG and the reporting of faculty boards to faculty senate.

Proposed additions appear in underlined bold blue;

proposed deletions appear in ~~red-strikeout~~.

1.2.3 General Governance Policies and Procedures

1.2.3.1 Terms of Office and Special Conditions of Selection

Faculty members selected or elected to boards and ~~electing unit and department~~¹ estate committees will serve two-year terms (each term beginning and ending two years later, with the constitutive meeting of the committee in the fall semester) unless otherwise noted. Elections of all faculty members to Faculty Senate, boards and Senate estate committees shall be the responsibility of the electing unit's representative on the Committee on Shared Governance of the Faculty Senate in collaboration with and assistance from the Dean of the unit and in accordance with the nomination and election procedures adopted by the faculty of the unit.² Elections to college/school and department estate committees shall be supervised by the Dean.

Terms shall be staggered where possible to ensure continuity. Unless otherwise noted, faculty members elected to boards and estate committees may succeed themselves. Unless otherwise noted, the chair of each board and estate committee shall be elected from the membership to a one-year term at the initial meeting of the board or estate committee to be convened by the chair of the board or estate committee from the preceding academic year no later than the end of the second week of classes during the Fall semester.

All members of boards and estate committees may vote in the election of the chair and are eligible to serve as chair with the exception that individuals to whom boards or estate committees report/advise are ineligible for election as chair. Individuals may serve as chairs for at most four consecutive years if duly elected. Individuals who have served four consecutive 1-year terms may be re-appointed as chair after a one-year hiatus from that position if duly elected. During that year, they may continue to serve as a member of the Board/Committee if elected/appointed to do so.

1.2.3.2 Rights and Responsibilities

All members of boards and estate committees have voting rights except as noted. Each board and estate committee is responsible for preparing an agenda, maintaining minutes and records, filing written reports of activities to Faculty Senate through the Committee on Shared Governance each academic semester, and performing assigned duties and tasks.

¹ Since the term of office for members of Senate Estate Committees is also two years (unless otherwise noted), deletion of the phrase is appropriate.

² Deans in many electing units currently assist with faculty elections; the additional language allows for this practice to continue while also clarifying the role of Committee on Shared Governance in the process. The additional language concerning nomination and election procedures also allows each electing unit to adopt different procedures, rather than imposing a single standard practice across campus.

For those boards and estate committees with a Senate Representative, that individual has responsibility for reporting to the Faculty Senate at each regular meeting, and joint responsibility with the Chair for preparation of Senate Headline Items on proposed action items per the provision of Section 1.1.2.7 (Section 5) and for ensuring that meeting agendas and minutes are electronically posted in a timely fashion to the location designated by then current Senate procedures.

Chairs are further responsible for prompt reporting of vacancies to the Committee on Shared Governance.

Additional responsibilities for individuals serving as a member, chair or senate representative on each board and committee are specified in the individual description statements found in Sections 1.2.5, 1.2.6 and 1.2.7.1.³

Ex-officio members serve by virtue of their offices and unless otherwise noted hold the same rights and responsibilities as elected members.

Members of boards and estate committees who fail to, or are unable to, perform their duties may be replaced in accordance with these provisions:

- a. Elected and appointed members who are unable to serve for a portion of their term, who resign or whose replacement is requested by a majority vote of the faculty members serving with them on boards or estate committees, or a majority of the faculty members constituting the electing authority, shall be replaced for the remainder of their term of office by a procedure identical to that employed in the original selection process. This includes replacements for faculty serving on sabbatical leaves. Requests for replacements must be directed to the appointing authority and describe reasons for the members' inability to render appropriate service.⁴
- b. Replacements for ex-officio administrative faculty or professional staff board members who are unable to render service shall be appointed by the Provost in consultation with the President of the Faculty Senate.

³ This additional language clarifies the responsibilities of Chairs and Senate Representatives with respect to communication of board/committee activities with Senate and faculty at large.

⁴ This clarifies the term of office for replacements. The proposed additions reflect the current standard practice, which is intended to promote staggered terms of service on boards and committees.

Board of Governors of the
Colorado State University System
Meeting date: August 1-2, 2013
Consent Item

Stretch goal: 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:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Revision of Section 2.8 relating to ADA: This motion is for amending the Colorado State University-Pueblo Faculty Handbook regarding faculty responsibilities with regard to the Americans with Disabilities Act (and the related Amendments Act of 2008). It has been approved by the Colorado State University-Pueblo Faculty Senate on April 15, 2013, and then ratified by faculty referendum May 3, 2013, by a majority of those faculty voting. (This proposal has also been reviewed and approved by the campus Disability Resource Office, CSU-System legal counsel, and CSU-Pueblo Administration on April 11, 2013.) Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on August 12, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to faculty responsibilities under the American With Disabilities Act in regard to classroom accommodations for students.

EXPLANATION:

Presented by Dr. Carl Wright, Provost and Vice President for Academic Affairs.

The amendments to section 2.8 of the Faculty Handbook are intended to ensure that all faculty are aware of and fulfill their responsibilities under ADA with regard to the provision of classroom accommodations approved by the Disability Resource Office.

In order for CSU-Pueblo to be legally compliant with the ADA, faculty are required to provide reasonable accommodations approved by the Disability Resource Office upon receipt of the accommodation letter.

Proposed Revisions to Handbook Language re: ADA Accommodations

Proposed additions appear in underlined bold blue; proposed deletions appear in ~~red-strikeout~~.

2.8.2.1.1. Teaching Activities

c. Absence and Class-related Duties

1. Faculty members shall meet their classes unless the Department Chair has approved a substitute, class cancellation, reschedule, or replacement by a substitute activity. This obligation extends from the first day of classes through the end of final examination week.
2. Faculty members shall meet their classes punctually. If for some valid reason faculty members are unable to meet a class, arrangements shall be made to offer alternate instruction as approved by the Department Chair.
3. If suitably qualified ranked faculty members serve as teaching substitutes upon assignment by the Department Chair for a period beyond one week, substitution shall be treated retroactively by means of an at-will contract; exceptions shall be approved by the appropriate Dean.
4. Faculty members shall report evaluation of student work to students within a reasonable time with appropriate comments and/or grades.
5. Faculty members shall participate in the approved college program for collecting data regarding students' perceptions of teaching and learning.
6. Prior to the end of the second week of classes, faculty members shall submit to the Department Chair a syllabus or outline for each course being taught. All syllabi and outlines must include the current Americans with Disabilities Amendments Act (ADA) statement provided by the Disability Resource Office. (See Appendix H for a syllabus template which includes the current ADA statement.)
7. Faculty members are required to provide reasonable accommodations approved by the Disability Resource Office upon receipt of the accommodation letter. Changes in reasonable accommodations can only be made following prompt consultation with, and approval by, the Disability Resource Coordinator per the then existing policies of the Disability Resource Office.
- ~~7.~~ **8.** Faculty members shall establish an absence policy for students and inform students in writing of the policy.
- ~~8.~~ **9.** Faculty members shall maintain for one calendar year appropriate records of student progress in each course to support final grades. In the event of severance from the University, faculty members shall leave such records with the Department Chair, who shall retain them for one calendar year.
- ~~9.~~ **10.** Faculty members shall administer final examinations and at the officially scheduled times during final exam week unless, for sound pedagogical reasons, the Department Chair and Dean approve alternative arrangements.

- ~~40.~~ **11.** Faculty members shall exercise adequate supervision of students in classroom and laboratory activities and officially scheduled related activities, such as field trips.
- ~~41.~~ **12.** Faculty members shall provide instruction in safety procedures to students who are engaged in academic activities where a known potential danger is present, such as in laboratory work where equipment or chemicals are in use.
- ~~42.~~ **13.** Faculty members shall ensure that safe practices are followed by students under their supervision where a known potential danger is present.
- ~~43.~~ **14.** Faculty members and Department Chairs shall report in writing unsafe conditions of equipment or facility to their immediate supervisor.

Board of Governors of the
Colorado State University System
Meeting date: August 1-2, 2013
Consent Item

Stretch goal: 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:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – midpoint review for tenure track faculty procedure: This motion is for amending the Colorado State University-Pueblo Faculty Handbook to include provisions for midpoint review of tenure-track faculty. It has been approved by the Colorado State University-Pueblo Faculty Senate on April 15, 2013, and then ratified by faculty referendum May 3, 2013, by a majority of those faculty voting. (This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration April 11, 2013.) Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on August 12, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to a “midpoint” performance review for tenure-track faculty.

EXPLANATION:

Presented by Dr. Carl Wright, Provost and Vice President for Academic Affairs.

The changes to the Faculty Handbook will occur within section 2.9. Under current policy, “3-year” or “midpoint” performance reviews for probationary, tenure-track faculty are required by some, but not all, departments on campus. The Faculty Handbook currently contains no provisions on such midpoint performance reviews. The intention is to make these reviews mandatory across campus, in order to provide all tenure-track faculty a comprehensive review of their progress toward tenure; make for a uniform policy across campus; and make CSU-Pueblo policy conform to that at many other universities [including CSU (Fort Collins)].

PROPOSED REVISION TO FACULTY HANDBOOK

It is proposed that:

- i. Section 2.9.2 Cumulative Performance Review (CPR) is changed to section 2.9.3, and cross references in the Faculty Handbook be updated accordingly.
- ii. A new section 2.9.2 Midpoint Performance Review (MPR) will read as follows.

2.9.2 Midpoint Performance Review (MPR)

- a. A comprehensive midpoint performance review (MPR) of each probationary faculty member shall be conducted by the midpoint of his or her probationary period. For example, the normal probationary period for an assistant professor is six (6) years, so the MPR would be conducted in the third (3rd) year. However, if the assistant professor were given two (2) years of credit for prior service, then the probationary period would be reduced to four (4) years, so the MPR would be conducted in the second (2nd) year. If the probationary period is an odd number of years, the midpoint of his or her probationary period will be rounded down to the next whole number. For example, if the assistant professor were given one (1) year of credit for prior service, then the probationary period would be reduced to five (5) years, the MPR would be conducted in the second (2nd) year. A MPR is not mandatory for faculty who are given a probationary period of less than four years at time of hire. At the time of initial appointment, the date for the MPR will be scheduled.
- b. Faculty scheduled to complete a MPR in the next academic year shall be notified by the department chair (or dean) by written memorandum on or before April 15. Faculty will submit their MPR dossier by March 1st of the academic year that their MPR is scheduled. The MPR Dossier will have the same requirements as the Tenure Dossier as presented in the Handbook section 2.10.2.5.
- c. Semesters spent on full educational or personal leaves do not count toward fulfillment of the employment requirement for MPR. Semesters in which a faculty member takes a partial educational or personal leave (leave without pay, sabbatical leave, military leave or other leaves permitted under the Handbook) shall not count toward MPR except when the faculty member, the Dean, and the Provost agree in writing to count that semester toward MPR. The written agreement must be executed during the semester in which the faculty member takes the partial leave.
- d. The purpose of the MPR is to mentor the tenure-track faculty member by indicating (i) whether the faculty member is making satisfactory progress toward tenure and promotion or (ii) whether there are deficiencies that the faculty member should seek to improve to make satisfactory progress toward tenure and promotion, in which cases the Review Committee should provide clear guidance to the faculty member regarding what s/he should do to make satisfactory progress toward tenure and promotion.
- e. This MPR shall be conducted by a Review Committee. Except where a college has specified otherwise, the Review Committee shall include at least three tenured faculty, consisting of (i) all eligible, tenured faculty members of the department, or, if so specified in the department code, by a duly elected committee thereof, and (ii) at least one tenured faculty member from the same college but from outside the department, preferably with prior experience on the college-level tenure committee. The committee may include the department chair, but the college dean, Provost, and President are not eligible to serve on the Review Committee. Prior to conducting the review, the members of the Review Committee shall consult with the college dean to discuss the expectations for tenure at administrative levels higher than the department.

- f. Upon completion of the MPR, the Review Committee shall prepare a written report. Except where a college has specified otherwise, a copy of this report shall be given to the faculty member and a meeting shall be conducted between the faculty member and members of the Review Committee. From the date of the meeting, the faculty member shall then have ten (10) working days to prepare a written response to this report if he or she desires to do so. Both the report and the faculty member's response shall be forwarded to the department chair.

Board of Governors of the
Colorado State University System
August 1-2, 2013
Consent Item

Stretch Goal: N/A

Strategic initiative: N/A

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 requirements for their respective degrees at the end of the last summer term, 2013.

EXPLANATION:

Presented by Carl Wright, Provost and Vice President for Academic Affairs.

The Faculty Senate of Colorado State University – Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of the last summer 2013 term. The distribution of candidates' degrees is

17	Master's
227	Baccalaureate

Only those individuals who have completed all requirements will receive their degree.

Board of Governors of the
Colorado State University System
August 2-3, 2013
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University - Pueblo academic programs to be reviewed in academic year 2013-2014 in accordance with the approved Program Review Plan for the CSU System, and delegate authority in the 2013-2014 academic year to President Lesley Di Mare to approve program review delays. The CSU-Pueblo program review calendar is on the next page.

- Art (BA, BFA)
- Biology (BS)
- Computer Information Systems (BS)
- History (BA, BS)
- Physics (BS)
- Psychology (BA, BS)

EXPLANATION:

Presented by Carl Wright, Provost and Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with established review schedule 2013-2014 through 2019-2020. To date, none of the programs have submitted requests to the CSU-Pueblo Curriculum and Academic Programs Board (CAP 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 2013-2014 program review delays.

Program Review Calendar

2013-2014	CSM: Biology, Physics CHASS: Art, History, Psychology HSB: Computer Information Systems
2014-2015	CHASS: Music, Sociology, Foreign Language HSB: Accounting, Business Management, Economics, Masters in Business Administration
2015-2016	CEEPS: Nursing (BSN and MSN), Athletic Training CHASS: Mass Communications, Foreign Language (Spanish BA) CSM: Chemistry (MS), Biology (MS), Biochemistry (MS)
2016-2017	CEEPS: Automotive Industry Management, Liberal Studies, Construction Management CHASS: Social Work CSM: Mathematics, Chemistry
2017-2018	CEEPS: Exercise Science and Health Promotion CHASS: Political Science, Social Science, English
2018-2019	CEEPS: Engineering Mechatronics, Industrial Engineering, Masters in Industrial & Systems Engineering, Civil Engineering Technology CSM: Biology, Physics CHASS: Art, History, Psychology
2019-2020	CHASS: Music, Sociology 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
August 2, 2013
Consent

Approved

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees at the end of the Fall 2013 A Term (ending 09/01/13).

EXPLANATION:

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

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements at the end of the Fall 2013 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.

D. ACADEMIC AFFAIRS

Policy 300: CSUS Policy on Campus Mission Statements

Policy 301: CSUS Academic Tenure Policy

Policy 302: CSUS Academic Program Proposal Policy and Addendum

Policy 303: CSUS Academic Program Review Policy

Policy 304: CSUS Higher Education Center Policy

Policy 305: CSUS /Distributed Learning Policy

Policy 306: CSUS Program and Campus Accreditation Policy

Policy 307: CSUS Policy on Faculty/Staff Study Privilege

Policy 308: CSUS Policy on Board of Governors Undergraduate Teaching Award

Policy 309: CSUS Policy on Board of Governors Graduate Teaching Award

Policy 310: CSUS Sabbatical Leave Policy

Policy 311: CSUS Academic Freedom Policy

E. STUDENT AFFAIRS

Policy 400: CSUS Campus Student Government Policy

Policy 401: CSUS Campus Residence Hall Requirement Policy

Policy 402: CSUS Fee Policy

Policy 403: CSUS Student Financial Aid Policy

**REFER TO DRAFT BOARD OF GOVERNORS POLICY MANUAL FOR
POLICIES AND PROCEDURES**

THE COLORADO STATE UNIVERSITY SYSTEM
SCHEDULED ACTION ITEMS FOR BOARD OF GOVERNORS COMMITTEES

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: AUGUST MEETING

<u>ITEM</u>	<u>RECOMMEND</u>
• Faculty Activity Report	Accept
• Program Review Schedule, Coming Year	Accept

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: OCTOBER MEETING

<u>ITEM</u>	<u>RECOMMEND</u>
--------------------	-------------------------

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: DECEMBER MEETING

<u>ITEM</u>	<u>RECOMMEND</u>
• Sabbatical Leave Requests	Accept
• Prior Year Program Review Reports	Accept
• Report on Prior Year Sabbaticals	Accept

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: FEBRUARY MEETING

<u>ITEM</u>	<u>RECOMMEND</u>
--------------------	-------------------------

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: MAY MEETING

<u>ITEM</u>	<u>RECOMMEND</u>
• Accreditation Schedule, Coming Year	Accept
• Excellence in UG Teaching Award	Approve
• Promotion and Tenure Report	Accept
• Student Handbook/Conduct Code Review	Approve

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: JUNE MEETING

<u>ITEM</u>	<u>RECOMMEND</u>
--------------------	-------------------------

THE COLORADO STATE UNIVERSITY SYSTEM
SCHEDULED ACTION ITEMS FOR BOARD OF GOVERNORS COMMITTEES

Items for any Board meeting (except June):

<u>ITEM</u>	<u>RECOMMEND</u>
• Faculty Manual Changes	Approve
• Honorary Degrees	Approve
• New/Revised Academic Programs	Approve
• Posthumous Degrees	Approve
• Approval of Degree Candidates	Approve

Other Reports To Consider:

- Student Financial Aid and Fees
- Research
- Engagement
- Enrollment
- Student Affairs
- Student Success
- International Affairs
- Diversity
- Other?



CSU-South Metro

Business Plan & Branding Strategy Overview

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Milestones that led to South Metro

- The CSU System Strategic Plan directs that the Chancellor “expand the CSU System’s statewide presence”
- South Metro Denver Chamber Board asks the CSU System to consider a south metro program
- They strongly suggest a need for engineering and nursing degrees
- February – April staff meet with business leaders in south metro area including:
 - CH2M Hill
 - Lockheed Martin
 - South Littleton Adventist Hospital
 - SkyRidge Hospital
 - About half a dozen other large employers
- All push strongly for the CSU name to join the region

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Guiding Principles

- The Chancellor in consultation with the Presidents develops a set of “guiding principles” for the project.
 - *Must be low cost, nimble and require no new infrastructure to start*
 - *Use existing employee/faculty resources from the 3 campuses*
 - *Demand-driven academic undergraduate, graduate and certificate programs*
 - *Political and financial community support*
 - *Internal and external collaboration*
 - *\$500,000 two-year CSU System investment, with no leases or long term contracts*
 - *The program should build strong ties with businesses in the area*

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

System Collaboration

- Presidents solicit interest from internal departments and programs
- All three campuses respond support initiative
- Each campus appoints one or more representatives to help plan this new program
- The planning group begins meeting bi-monthly and includes:
 - *Dean David McLean from CSU College of Engineering*
 - *Wade Troxell from CSU College of Engineering*
 - *Rick Miranda, Provost of CSU*
 - *Bruce Raymond, Dean of the CSU-Pueblo College of Business*
 - *Rick Kreminski/Donna Wofford CSU-Pueblo*
 - *Jon Bellum, Provost of CSU-Global Campus*
 - *Matt McKeever, Dean Arapahoe Community College*
 - *Kyle Henley and Rich Schweigert*

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Business Plan Overview

- The planning group identifies specific academic offerings:
 - *System Engineering in graduate studies*
 - *Bachelor of Nursing degree*
 - *Business/marketing degree*
- CSU-Global Campus commits integration strategy for true hybridized environment for students.
- Academic program plans/business proposals for each degree/certificate are developed by each campus
- These are assembled into a 5-year business plan and vetted with the internal planning group for over a month and then shared with the board in June.

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Business Plan

- First two years of teaching will leverage the use of existing faculty and staff and have a net cost of less than \$500k
- Teaching will occur in businesses located within the region avoiding the need to lease space in the first two years
- Enrollment projections in the early years are purposively modest creating time for other programs from the CSU campuses or other institutions to join and integrate
- Bachelor's degrees could build on student population earning 2-year degrees from the Community College system
- Will leverage corporate support for post-baccalaureate degree programs by using HR departments to directly market the program to employees

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Branding Strategy

Colorado State University South Metro



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Branding Strategy

- CSU-South Metro conforms to current campus naming standard (CSU-Pueblo, CSU-Global Campus)
- CSU-South Metro includes geographic identifier that is recognized in a region where there is no significant 4-year public university presence
- Visual branding would leverage the established brand identity of the three participating institutions
- More refined look and feel to be developed pending board approval

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

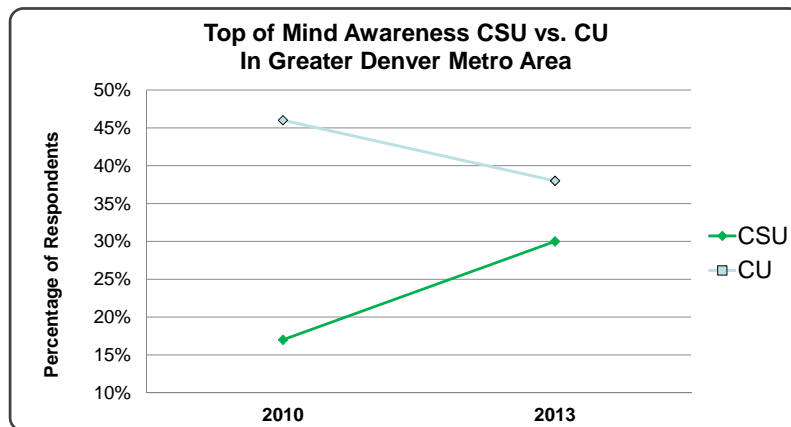
CSU Denver Existing Footprint

- CSU in Fort Collins launched “Denver Initiative” five years ago to ensure consistent awareness and contact with following audiences:
 - Alumni
 - Prospective Students & Colorado Families
 - Corporate Partners & Business Community
 - Colorado Lawmakers
 - Donors & Friends

- Denver Initiatives is \$1 million per year on-going investment in:
 - Events
 - Alumni Support & Engagement
 - Marketing, Advertising, Sponsorships & Public Relations
 - Donor & Corporate Relations
 - Chamber Memberships and Community Engagement
 - Admissions

BOARD OF GOVERNORS of the
COLORADO STATE UNIVERSITY SYSTEM

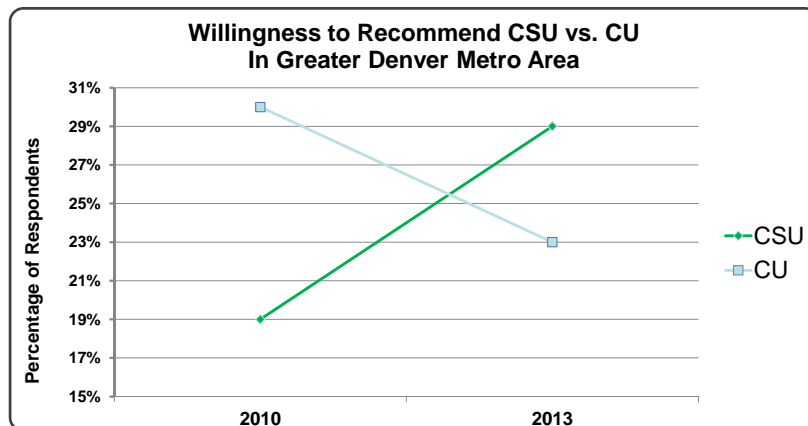
Denver Initiative Impact



Source = Comparison of 2010 – 2013 Awareness and Image Studies prepared by Behavior Research Center, Inc.

BOARD OF GOVERNORS of the
COLORADO STATE UNIVERSITY SYSTEM

Denver Initiative Impact



Source = Comparison of 2010 – 2013 Awareness and Image Studies prepared by Behavior Research Center, Inc.

BOARD OF GOVERNORS of the
COLORADO STATE UNIVERSITY SYSTEM

CSU Denver Footprint

- Additional CSU Fort Collins Assets
 - Denver Executive MBA Program
 - CSU Extension Offices in every Metro Area county
 - CSU Online Plus Classrooms in Denver Center
 - Colorado Futures Center at CSU
 - Center for Colorado's New Energy Economy
- CSU-Global Campus
 - Offices in the Denver Tech Center
 - Significant advertising spend in Metro Region that contributes to strong brand awareness for all CSU System entities
- CSU System Office
 - Offices in Downtown Denver
 - Government relations, auditing, general counsel functions
 - Interaction with external key influencer audiences

BOARD OF GOVERNORS of the
COLORADO STATE UNIVERSITY SYSTEM

CSU-South Metro & CSU NWC

- Emerging opportunities to continue to strengthen and leverage the CSU brand in the Denver Metro Region
- Both represent the “next step” for CSU institutions as part of Denver engagement strategy
- Both aligned with CSU and CSU System strategic plan and institutional role and missions
- CSU-South Metro and CSU National Western Center have little/no market overlap
- Significant difference in event horizon and partnering model

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

CSU-South Metro & CSU NWC

- CSU National Western Center
 - *Initiative led by CSU Fort Collins*
 - *Focus on agriculture, nutrition and equine programs*
 - *Primary goal is engagement, research and K-12 and educational outreach*
 - *Multiple partners and complex logistical issues*
 - *Longer launch horizon – final completion could take several years*
- CSU-South Metro
 - *Collaborative initiative led by CSU System but includes support from all System institutions*
 - *Focus on nursing, business and engineering programs*
 - *Primary goal is to serve as academic needs of South Metro region*
 - *Nimble, adaptable and limited barriers to launch*

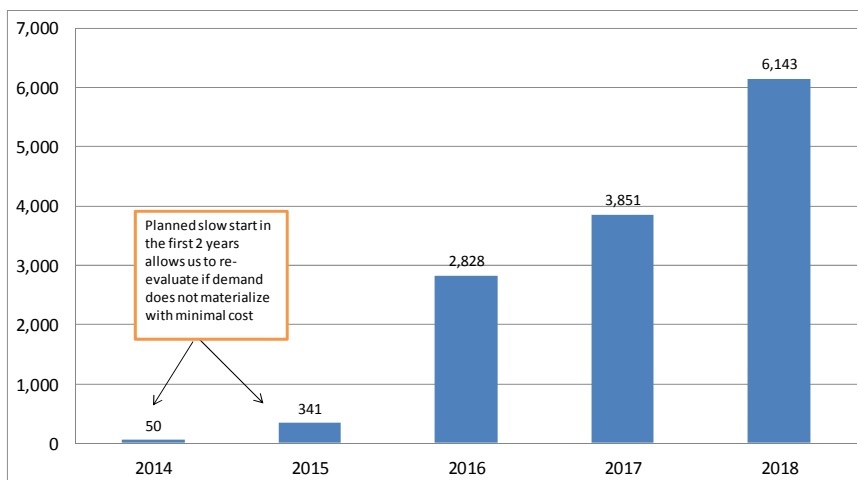
BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

CSU-South Metro & CSU NWC Combined Impact

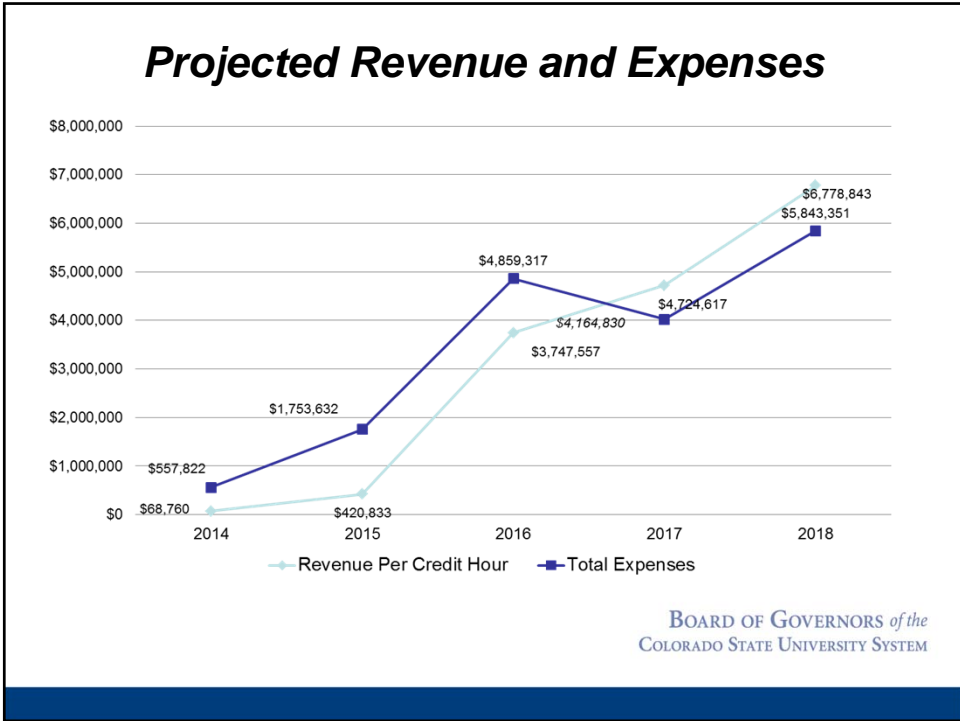
- Stronger ties and better serve workforce needs of Colorado business community
- High-quality academic options for place bound traditional and nontraditional student population in South Metro Region
- Elevate brand presence in Denver market
- Both provide new, physical touch-points that build brand affinity

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Projected FTE Enrollment



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Potential Land Donation

- Five communities have talked with the system about eventually locating within the South-metro region.
- In particular the City of Lone Tree and the Developer of SkyRidge hospital Coventry made it clear that they want a public university in their area.
- A 30 acre (24 useable) land parcel has been offered for use in a prime I-25 location.
- The land will be a gift and made available only as long as the CSU System erects actual buildings on it. If we decide not to build we have no obligation.
- Coventry wants a higher education institution and they prefer the CSU System but will make the land available to other institutions should we not accept the gift.

BOARD OF GOVERNORS of the
COLORADO STATE UNIVERSITY SYSTEM

Questions & Discussion

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Board of Governors of the
Colorado State University System
Meeting Date - August 2, 2013
Report Item

Approved

MATTERS FOR ACTION:

Report: Post-Tenure Review and Results of Faculty Activity

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 2012-2013

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 2012-2013 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 2012, 1,093 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	86
Exceeded performance expectations:	493
Met performance expectations:	482
Below performance expectations:	30
Unsatisfactory performance:	2

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	3			8
Health and Human Sciences	1		3			2	6
Business			2				2
Engineering	1		7	1		1	10
Liberal Arts			11	4			15
Libraries			2				2
Natural Resources	1	1	4	2	1		9
Natural Sciences	1		7	3		1	12
Veterinary Medicine	2	3	8	10			23
TOTAL	7	4	48	23	1	4	87

Promotion of Special Appointment Faculty

	Promotion to Assistant Professor (Special)	Promotion to Associate Professor (Special)	Promotion to Professor (Special)	TOTAL
TOTAL		1		1

We note that in this past year, there were four 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 (2012) 8 of the 134 faculty members scheduled for Comprehensive Review were delayed or canceled. Cancellations or delays of comprehensive reviews are due to promotions, resignations, retirements, or sabbaticals. Five professional development plans were 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	8	8			
Health and Human Sciences	13	12		1	
Business	10	9		1	
Engineering	13	11	2		
Liberal Arts	31	29	1	1	
Natural Resources	6	5	1		
Natural Sciences	32	26	4	2	
Vet. Med. and Biomedical Sciences	20	20			
Libraries	1	1			
Total	134	121	8	5	

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 Canceled	Professional Development Plans	Phase II
2007-2008	95	94	4	4	0
2008-2009	110	109	3	3	0
2009-2010	66	66	3	0	0
2010-2011	129	116	12	1	0
2011-2012	110	99	10	1	0
2012-2013	134	126	8	5	0

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.

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.

Board of Governors of the
 Colorado State University System
 Meeting Date: August 2, 2013
 Report Item

Values	2006		2007		2008		2009		2010		2011		2012	
	CSU	Peer	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	18	17	17	
UG FTE/AAUP Instructional Faculty	22.55	15.52	22.57	16.23	22.05	16.45	21.38	16.86	20.98	16.65	21.94	19.83	22.43	
UG Degrees/AAUP Instructional Faculty	4.96	3.71	4.67	3.67	4.64	3.71	4.37	3.83	4.26	3.91	4.52	4.26	4.52	4.36
Graduate FTE/AAUP Instructional Faculty	4.20	3.66	4.09	3.76	4.42	3.74	4.33	3.96	4.57	4.15	4.67	4.23	4.59	
Graduate Degrees/AAUP Instructional Faculty	1.60	1.22	1.46	1.23	1.48	1.16	1.63	1.27	1.77	1.28	1.80	1.57	1.80	1.64
NSF Federal Research Exp/AAUP Faculty	\$208	\$110	\$236	\$107	\$226	\$94	\$219	\$98	\$214	\$118	\$246	\$138		
Notes: Includes ALL instructional faculty reported to AAUP.														
Operational Definitions:														
UG FTE/AAUP Instructional Faculty: (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)														
UD Degrees/AAUP Instructional Faculty: (Undergraduate Degrees Conferred) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)														
GR FTE/AAUP Instructional Faculty: (Full-time Graduate Students + 1/3rd of Part-time Graduate Students) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)														
GR Degrees/AAUP Instructional Faculty: (Graduate Degrees Conferred) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)														
NSF Federal Research Exp/AAUP Instructional Faculty (in thousands): (Annual NSF Federal Research Expenditures) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)														

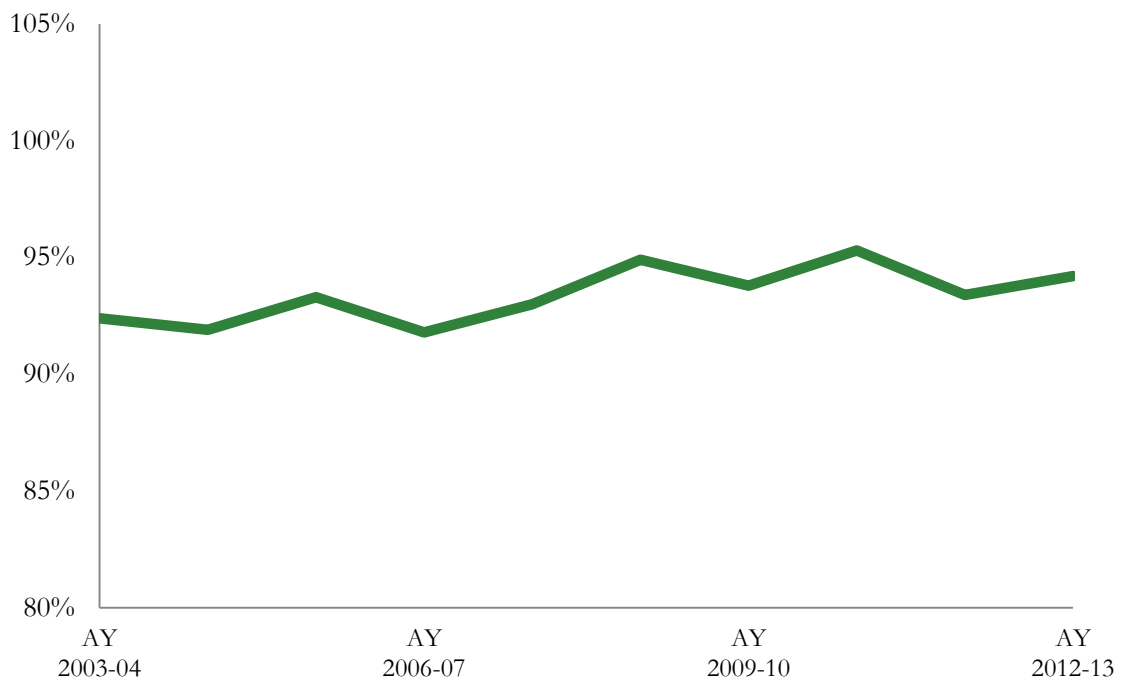
VII. Faculty Compensation Comparisons

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, six of the 13 peers have average salaries higher than CSU's; at the associate professor rank, ten of the 13 peers have average salaries higher than CSU's; and at the full professor rank, nine 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 for several years we had little ability to affect things, with zero faculty salary raises. The past year, with an average three percent salary raise, we hoped 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



2012-13 Faculty Salaries - BOG Peer Group

Institution	Number	Full Professor		Associate Professor		Assistant Professor		All Ranks Combined				
		Total Dollars	Average Salary	Total Dollars	Average Salary	Total Dollars	Average Salary	Total Dollars	Average Salary			
Iowa State	524	62,513,200	119,300	393	33,837,300	86,100	315	24,129,000	76,600	1,232	120,479,500	97,792
Kansas State	267	27,420,900	102,700	273	20,202,000	74,000	269	17,296,700	64,300	809	64,919,600	80,247
Michigan State	839	110,076,800	131,200	569	51,722,100	90,900	616	43,736,000	71,000	2,024	205,534,900	101,549
North Carolina State	449	54,149,400	120,600	358	31,253,400	87,300	237	18,794,100	79,300	1,044	104,196,900	99,805
Oklahoma State	326	32,665,200	100,200	313	23,381,100	74,700	222	15,318,000	69,000	861	71,364,300	82,885
Oregon State	167	17,184,300	102,900	205	16,892,000	82,400	211	15,761,700	74,700	583	49,838,000	85,485
Purdue University	807	103,053,900	127,700	554	49,472,200	89,300	450	36,180,000	80,400	1,811	188,706,100	104,200
Texas A & M	707	86,395,400	122,200	505	42,672,500	84,500	321	24,267,600	75,600	1,533	153,335,500	100,023
Univ of California, Davis	789	104,937,000	133,000	262	23,946,800	91,400	196	15,993,600	81,600	1,247	144,877,400	116,181
Univ of Illinois, Urbana	773	109,534,100	141,700	540	49,194,000	91,100	397	34,697,800	87,400	1,710	193,425,900	113,115
Univ of Tennessee	555	67,987,500	122,500	461	40,844,600	88,600	345	25,840,500	74,900	1,361	134,672,600	98,951
Virginia Tech	464	56,654,400	122,100	452	38,420,000	85,000	309	22,618,800	73,200	1,225	117,693,200	96,076
Washington State	360	37,440,000	104,000	304	22,556,800	74,200	230	16,261,000	70,700	894	76,257,800	85,300
COLORADO STATE	407	46,113,100	113,300	340	27,948,000	82,200	219	16,446,900	75,100	966	90,508,000	93,694
TOTAL EXCLUDING CSU	7,027	870,012,100	123,810	5,189	444,394,800	85,642	4,118	310,894,800	75,497	16,334	1,625,301,700	99,504
WEIGHTED AVERAGE			50,390,625			29,118,179			16,533,745			96,042,549
CSU												99,423
Peers												94.2%

2012-13 Faculty Compensation - BOG Peer Group

Institution	Number	Full Professor		Number	Associate Professor		Number	Assistant Professor		All Ranks Combined		
		Total Dollars	Average Comp		Total Dollars	Average Comp		Total Dollars	Average Comp	Total Dollars	Average Comp	
Iowa State	524	79,281,200	151,300	393	44,448,300	113,100	315	32,035,500	101,700	1,232	155,765,000	126,433
Kansas State	267	34,282,800	128,400	273	25,197,900	92,300	269	21,008,900	78,100	809	80,489,600	99,493
Michigan State	839	141,958,800	169,200	569	70,271,500	123,500	616	61,661,600	100,100	2,024	273,891,900	135,322
North Carolina State	449	67,978,600	151,400	358	39,988,600	111,700	237	24,197,700	102,100	1,044	132,164,900	126,595
Oklahoma State	326	43,716,600	134,100	313	31,331,300	100,100	222	19,869,000	89,500	861	94,916,900	110,240
Oregon State	167	24,181,600	144,800	205	24,108,000	117,600	211	22,070,600	104,600	583	70,360,200	120,686
Purdue University	807	128,555,100	159,300	554	64,928,800	117,200	450	47,655,000	105,900	1,811	241,138,900	133,152
Texas A & M	707	101,878,700	144,100	505	50,904,000	100,800	321	28,986,300	90,300	1,533	181,769,000	118,571
Univ of California, Davis	789	141,783,300	179,700	262	33,352,600	127,300	196	22,520,400	114,900	1,247	197,656,300	158,505
Univ of Illinois, Urbana	773	138,598,900	179,300	540	65,502,000	121,300	397	46,488,700	117,100	1,710	250,589,600	146,544
Univ of Tennessee	555	86,302,500	155,500	461	52,830,600	114,600	345	33,913,500	98,300	1,361	173,046,600	127,147
Virginia Tech	464	70,806,400	152,600	452	49,629,600	109,800	309	29,633,100	95,900	1,225	150,069,100	122,505
Washington State	360	47,268,000	131,300	304	29,244,800	96,200	230	20,953,000	91,100	894	97,465,800	109,022
COLORADO STATE	407	57,224,200	140,600	340	34,680,000	102,000	219	20,410,800	93,200	966	112,315,000	116,268
TOTAL EXCLUDING CSU	7,027	1,106,592,500	157,477	5,189	581,738,000	112,110	4,118	410,993,300	99,804	16,334	2,099,323,800	128,525
WEIGHTED AVERAGE			64,093,233			38,117,348			21,857,099			124,067,680
CSU												128,434
Peers												90.5%

VII. Faculty Demographics

Below we present basic faculty demographic data for the past six 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 four years by the budget reductions; however considering the extent of those cuts, the two percent decline in our faculty numbers (from 1033 in FY10 to 1008 in FY13) 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
FY13	423	356	229	1008	658	350	146
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 Carl Wright, 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 report summarizes major actions taken during the 2012-2013 academic year in relation to that policy.

REPORT ON FACULTY ACTIVITY FOR AY 2012-2013

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 2012-2013 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, resumé (curriculum vitae), 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 or online video 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 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 (or school) dean's office for review. The dean's and the chair's recommendations are forwarded to the provost for further review, and then all recommendations are submitted to the president for final approval.

For the calendar year 2012, 148 tenured and tenure-track faculty members were reviewed. This number includes department chairs. The outcomes are tabulated below:

	Tenure-track (untenured) faculty	Tenured faculty	Total
Exceptional	11	36	47 (32%)
Exceeds expectations	32	54	86 (58%)
Meets expectations	4	11	15 (10%)
Below expectations	0	0	0
Unsatisfactory	0	0	0

(The comparable outcomes a year ago were 39% exceptional and 5% meets expectations.)

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 2012-2013. Just two 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	0	0	0	4	0	0	0	4
CHASS	1	0	1	4	1	0	1	8
CSM	0	0	0	1	0	0	1	2
HSB	0	0	1	1	0	0	0	2
Library	0	0	1	1	0	0	0	2
COLUMN TOTAL	1	0	3	11	1	0	2	18

*-See key for acronyms at end of section V in this report

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

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

In the past academic year (2012-2013), 20 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

AY 2012-2013 Comprehensive Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled
CEEPS	2	1	1**
CHASS	10	8	2**
CSM	5	5	0
HSB	3	2	1**
Library	0	0	0
Totals	20	16	4

* See key for acronyms below.

** One (full) Professor and two Associate Professors retired; one Full professor served over a year as an Interim Dean; therefore post tenure review was cancelled for three, and postponed for the fourth.

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 August 2012 Board of Governors meeting. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

CSU-Pueblo FACULTY WORKLOAD

	2008*			2009*			2010*			2011*			2012*	
	CSU-Pueblo	Peer Median		CSU-Pueblo	Peer Median		CSU-Pueblo	Peer Median		CSU-Pueblo	Peer Median		CSU-Pueblo	Peer Median
IPEDES UG Student Faculty Ratio	18	18		18	17		16	17		18	17		16	16
UG FTE/IPEDS Instructional Faculty	27.14	25.51		26.41	26.65		28.87	27.01		28.70	26.26		29.19	27.77
UG Degrees/IPEDS Instructional Faculty	4.79	5.07		4.80	5.39		4.47	4.78		4.69	5.46		NA	NA
GR FTE/IPEDS Instructional Faculty	4.18	2.97		4.28	3.26		4.65	3.37		3.98	3.06		4.30	2.77
GR Degrees/IPEDS Instructional Faculty	0.46	1.04		0.61	1.06		0.83	1.53		0.55	1.37		NA	NA
Research Exp/IPEDS Instructional Faculty	1,293	1,829		1,452	3,033		2,155	3,177		1,945	2,900		NA	NA

"Peers" are from peer set approved December 2011; see section VII for details. Source: All variables are directly from IPEDS.

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

Operational Definitions:

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

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

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

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

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

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

The second and fourth rows of the table indicate that, on average, CSU-Pueblo tenured and tenure-track faculty have more students than the median of the peer set. The undergraduate and graduate degrees awarded per (tenured and tenure-track) faculty member are approximately .3-.8 below the median of the peer set. For graduate degrees, this is in part because many graduate students are non-degree-seeking teachers, taking classes for professional development. Also, the new English MA program beginning fall 2013 will begin to generate graduates that will be attributed to CSU-Pueblo (in the past, graduates were technically receiving CSU degrees).

VII. FACULTY COMPENSATION COMPARISONS

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

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 (a negligible amount for Professor, and in the 7% to 9% range for Associate and Assistant Professors, in AY2012-2013). Last year, we anticipated that the salary increase in FY2013 (the first after 3 years of no increases) would close the gap somewhat, and the data bear this out – we almost completely closed the gap in (full) Professor salaries, and made net progress at the Assistant Professor level. The gap widened at the Associate Professor level, in part because several (generally lower-paid) Assistant Professors were promoted to Associate Professors, and a (generally higher-paid) Associate Professor was promoted to Professor.

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

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

Faculty Salaries - Board of Governors Peer Group

Institution	AY 2012-2013						AY 2011-2012						AY 2010-2011					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#*	average salary*	#*	average salary*	#**	average salary*	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary
Augusta State University	50	76511	49	57408	84	53910	49	75298	46	56930	83	53343	59	78371	46	56167	86	54223
California State University-Stanislaus	116	89899	54	71051	53	62745	110	90082	56	69332	57	62239	105	90556	60	68861	53	63434
Colorado State University-Pueblo	44	83906	47	61347	59	53999	47	79549	42	62467	62	52082	46	77064	39	62165	63	52736
Emporia State University	75	72453	82	58926	52	52094	59	70994	69	56755	56	52448	56	71569	66	57849	64	52935
Midwestern State University	46	80149	54	66597	72	56698	52	76003	43	67007	77	57163	49	81936	55	67109	92	58236
Missouri Western State University	49	74608	50	61721	68	53537	51	75463	47	61270	71	52222	47	75676	40	61366	86	52844
The University of Tennessee-Martin	69	61324	61	71709	77	53915	59	74252	59	62654	76	53751	63	72727	51	58615	77	52847
The University of Texas at Tyler	48	85219	68	66729	79	62855	53	82224	68	66232	71	59826	53	82754	62	65677	68	60202
University of Colorado-Colorado Springs	80	96231	74	73391	82	65518	74	95467	68	72243	75	63053	69	93731	66	72644	79	62269
University of Michigan-Flint	39	98965	62	75664	86	67425	36	94488	52	72101	91	65192	34	91953	56	71050	83	64692
University of South Carolina-Upstate	22	77909	51	64388	60	53960	22	71484	36	60975	67	51640	25	73156	34	60762	63	51909
Washburn University	66	102356	73	70549	67	57572	62	96379	65	68117	65	54076	62	98574	63	68900	60	55226
Averages of peers**	60.0	83909	61.6	67303	70.9	58549	57.0	83479	55.4	65129	71.7	57022	56.5	83945	54.5	64975	73.7	57153

*-For 2012-2013, IPEDS salaries include faculty on 9,10,11, or 12-month contracts; all CSU-Pueblo faculty are on 9-month contract (and our peers average 95% of profs, 94% of assoc profs, and 98% of asst profs on 9-month contract).

** - 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 7 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**
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36
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 2011, tenured or tenure track faculty grew 13.7%; total full-time faculty grew by 22.6% (reflecting a greater increase in visiting or lecturer positions relative to tenured or tenure-track faculty); the number of female full-time faculty grew by 33.3%; the number of male full-time faculty grew by 14.6%; and the number of minority full-time faculty grew by 40.7%. Student enrollment grew 14.7% by headcount (from 4200 to 4800).

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				
2012-2013	35	11	22	25	27	24	84	60	35	144
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 2012-2013 and 2010-2011, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other (and excludes nonresident alien)

-In 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other

-In 2009-2010, includes Black, Oriental, Asian, Hispanic (and excludes foreign)

Board of Governors of the
Colorado State University System
August 2, 2013
Report Item

Approved

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 2013 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 (\$2,500 for courses with required video conferences)
- 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
- Annual Faculty Satisfaction Survey
 - 91% feel supported by their Program Coordinator
 - 95% feel supported by the CSU-Global faculty development team
 - 98% stated that they are teaching courses for which they are academically qualified to teach
 - 97% 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

AY 2013	AY 2012
353 established faculty	274 Established Faculty
17% Management	20.0% Management
12% Organizational Leadership	19.7% Organizational Leadership
6% Teaching and Learning	3.6% Teaching and Learning
19% General Studies	16.0% General Studies
5% Applied Social Sciences	8.7% Applied Social Sciences
8% Information Technology	7.2% Information Tech
2% Public Management	6.2% Pubic Management
5% Criminal Justice	3.6% Criminal Justice
7% Communications	3.6% Communications
7% Healthcare Management	4.0% Health Care Management
9% Accounting	
3% Project Management	
92 % retention year-to-year	95% retention year-to-year
26.35% self-declared underrepresented minorities	22% self-declared underrepresented minorities; FY13 goal is 25%
84% have terminal degree	80% have terminal degrees

Faculty Work Load AY 2013			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	9,024	33	273
Applied Social Sciences	8,268	19	435
Communications	5,703	24	238
Criminal Justice	4,080	17	240
General Studies	16,999	67	254
Healthcare Management	4,845	24	202
Information Technology	8,754	28	313
Management	22,286	59	378
Organizational Leadership	13,652	42	325
Project Management	4,494	12	375
Public Management	3,522	8	440
Teaching and Learning	4,177	20	209
Total	105,804	353	300

Faculty Work Load AY 2012			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
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
Total	77,711	274	284

Faculty Work Load AY 2011			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
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
Total	54,434	184	296

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT/FINANCE COMMITTEE MEETING AGENDA
August 1, 2013**

Audit Issues

1. *Discussion/Presentation/Action* – Review and update on fiscal year 2014 audit plan **15 min.**
2. *Discussion/Presentation* – Other issues **10 min.**

Finance Issues

3. *Discussion/Presentation* – Update on State revenue projections and briefing on the College Opportunity Fund. **10 min.**
4. *Discussion/Presentation* – Bond refinancing update and portfolio overview **10 min.**
5. *Discussion/Presentation/Action* – Consideration of Plan of Finance and 7th Supplemental to the Master Bond Resolution for CSU-Pueblo student center financing. **25 min.**
6. *Discussion/Presentation* – Campus FY 2015 budget update for CSU, CSU-Pueblo, and CSU Global Campus. **15 min.**
7. *Discussion/Presentation/Action* – Review and adoption of campus Institutional Plan on Student Fees for CCHE as required by their policy. **10 min.**
8. *Discussion/Presentation/Action* – Discussion and adoption of line of credit for CSU with the CSU foundation. **10 min.**
9. *Discussion/Presentation* – Review of section 200 of board policy manual **15 min.**

Board of Governors Finance Committee

August, 2013

Agenda Item # 1

2014 Audit Plan

Carry In Item

Agenda Item # 2 Other Audit Issues

Carry In Item

COLORADO STATE UNIVERSITY SYSTEM
DEPARTMENT OF INTERNAL AUDITING FY 2013-2014
AUDIT PLAN AS OF JULY 29, 2013

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



All Overdue Recommendations

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	9/30/2013	The VP of Operations is working to finalize a contract with the selected vendor. All users should be migrated by the end of May.
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	9/30/2013	The VP of Operations is working to finalize a contract with the selected vendor. All users should be migrated by the end of May.
12-09	Supplemental Pay	4/27/2012	CSU-P	3	Perform a periodic management review, at least annually, of all issued supplemental pay and adjunct contracts to determine if they are in compliance with University policy.	Agree. While the policy and process implemented per Rec 1 should ensure that contracts are in compliance, a periodic review will be undertaken annually between 7/1-8/1 to review what transpired in the previous fiscal year.	Provost	8/31/2012	9/1/2013	
13-04	TILT	1/11/2013	CSU	2	Review the fees charged by the UTC for testing support services. Develop and document a methodology for allocating expenses between internal and external activities at the UTC. Ensure the Director obtains necessary skills to produce reports.	Agree. A draft business plan including potential new sources of revenue has been developed and is being reviewed by the TILT Director. Plan includes an analysis of how expenses and revenues are allocated to the internal and external accounts.	TILT	2/28/2013	10/1/2013	New sources of revenue have been investigated. Decisions about whether to pursue them are not yet made.

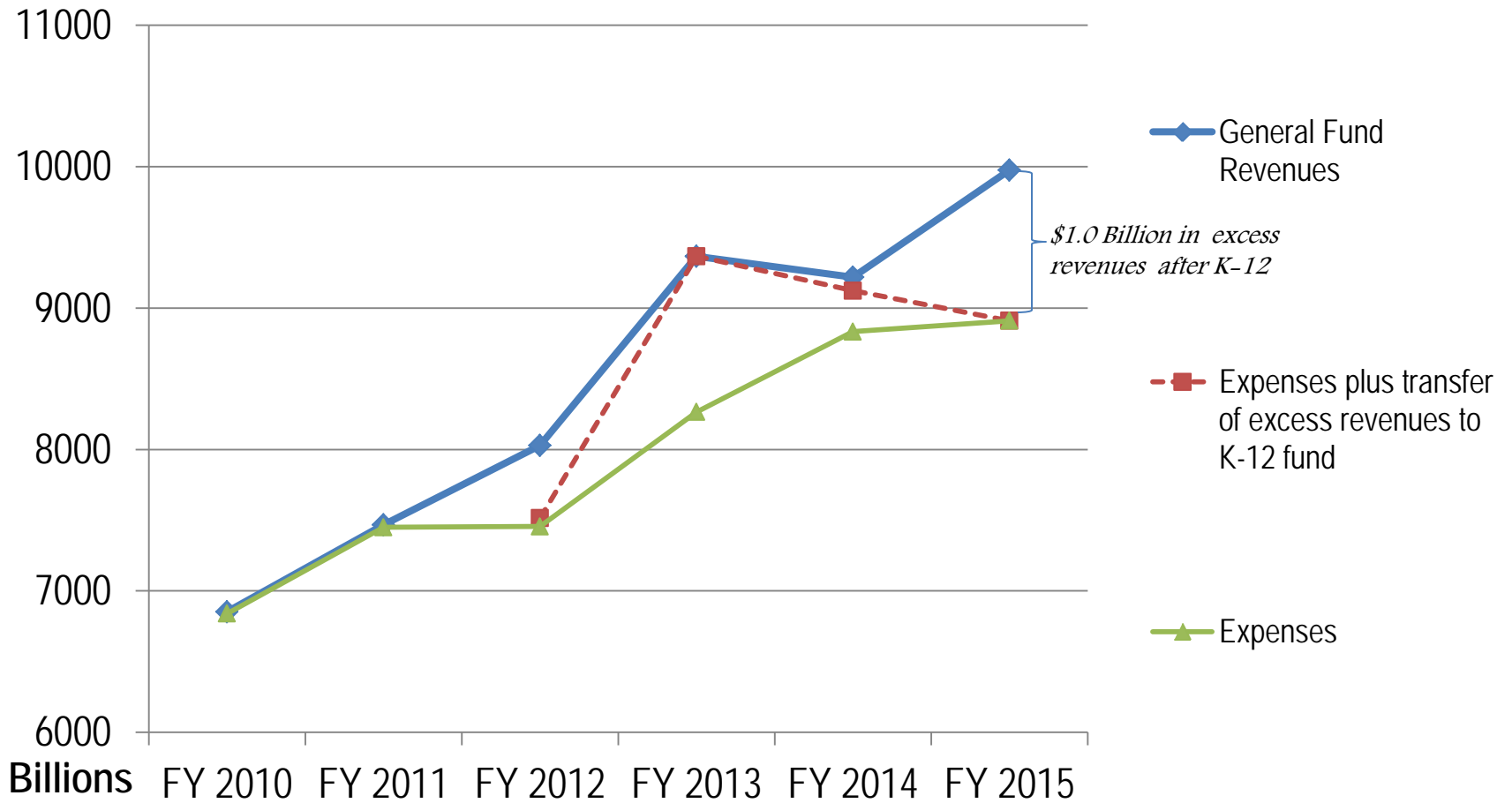
Agenda Item # 3

Revenue Projections

- Quarterly, Economists for the Governor's Office and the Legislature forecast future revenues/expenditures for the State.
- In the most recent forecasts released in June, revenues for FY 2013 are expected to exceed \$1 BILLION more than current expenditures after a \$1.4 B transfer to the state education fund – this is very positive for the State and for public higher education. The chart on the following page reports the current forecast figures.
- So where will the expected additional revenues go?
 - As the chart shows (red line), \$1.4 billion has been added to the state education fund.
 - \$1.0 billion above and beyond what has been transferred to K-12 is anticipated in new revenue in 2015.
- Given that caseload growth outside of K-12 rarely exceeds \$300m to \$400m this leaves approximately \$700m uncommitted for 2014-15 – the upcoming budgetary year.
- There are several ways this could benefit higher education and the CSU System:
 - Additional funding could be added to higher education operating funds.
 - Additional funding could be used to fund capital construction projects and higher education could receive between \$100m and \$200m in project funding.
- In less than a year (September 2012 to June 2013) the projection of available General Funds has increased by 8% or on an annualized basis by almost 11%. A very good sign that the economy is improving and that the revenue growth is based on much more fundamental factors and not as much on capital gains tax as was once thought.

General Fund Revenue Forecast

(FY2012-2015 from Legislative Council June 2013 forecast and FY2010-11 from March 2011 forecast)



College Opportunity Fund - How does it work?

- In 2001, a blue ribbon panel on higher education recommended that state funding go to the student, not the institution.
- The perceived benefit was two-fold – first, students would become more aware of how the state was helping fund their education and second, higher education institutions could get out from under TABOR.
- In 2003, the Department of Higher Education began to work on implementing this system and in 2005, legislation was passed that created the College Opportunity Fund program.
- The program redirected state funding into two pass through vehicles
 - Stipends for resident undergraduate students, and;
 - Fee-for-Service contracts whereby the State “purchased” graduate and other services from institutions.
- The funding first came to schools through these vehicles in 2006.
- The State Auditors Office shortly thereafter found that both vehicles did not count as a “state grant” under the TABOR amendment and thereby allowed higher education spending to become exempt under the constitutional limit.
- Annually, the Department of Higher Education signs a “Performance Contract” with each governing board that provides Fee-for-Service funds to the institution(s).
- Stipends come to an institution based upon the number of resident undergraduate credit hours taught. Current reimbursement from the state is \$64 per credit hour or \$1,920 per full time (30 CH) student.

COF Funding

- In the current fiscal year, operational funding for higher education is made up of:
 - \$265.6 m in Stipends
 - \$256.5 m in Fee-for-Service
- The CSU System receives:
 - \$40.1 m in Stipends
 - \$69.6 m in Fee-for-Service
 - About \$40m goes to the CSU Agencies and Vet Med
- Internally, up to this year, CSU and CSU-Pueblo received stipends based upon actual credit hours taught.
- Fee-for-Service for educational services had been divided on a 91% to 9% split based on a historical formula
- In FY 2014 and 2015, CSU-Pueblo will receive a guaranteed \$12.76 m from the two sources to help cover expenses due to enrollment issues.

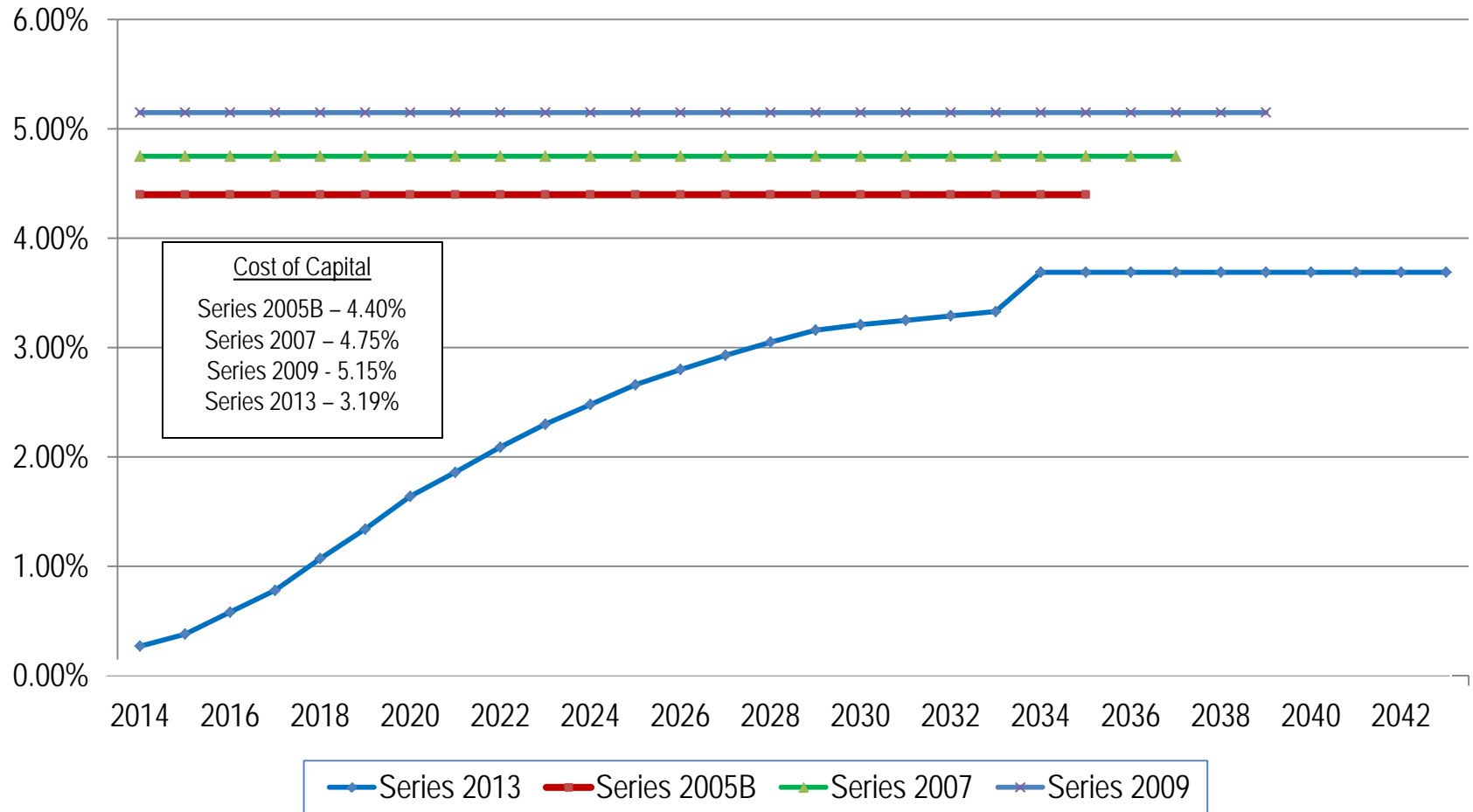
Agenda item # 4

March 2013 Bond Refinancing

- Affirmation of the System's credit ratings of "Aa3" and "A+" by Moody's and S&P respectively, including assignment of a "stable" credit rating outlook
- \$670 million in total investor orders for \$198 million in bonds
- Single orders as large as \$90 million from major institutional investors, and local investor participation
- A true interest cost of 3.19%
- Cash flow savings of \$38.7 million on the Series 2007A, 2007C and 2005B Bonds
- Present value savings of \$11.3 million on the Series 2007A, 2007C, and 2005B Bonds
- Elimination of the internal escrow account including the mismatch of internal and external bond payments
- Debt service relief for CSU- Pueblo housing system of approximately \$400 – 500K per year from 2013-2017

Borrowing Cost Comparison

Series 2013 Rates versus Prior Bond Rates



Bonds Outstanding

<u>CSUS Revenue Bond Debt Outstanding by Year</u>					
	Beginning Revenue Bond Balance	Bonds Issued	Bond Retired	Ending Revenue Bond Balance	
2009	364,375,000	56,090,000	(6,735,000)	413,730,000	
2010	413,730,000	-	(6,360,000)	407,370,000	
2011	407,370,000	98,915,000	(6,555,000)	499,730,000	
2012	499,730,000	185,700,000	(68,890,000)	616,540,000	
2013	616,540,000	198,660,000	(222,470,000)	592,730,000	

Agenda Item # 5

Official Statement -7th Supplemental Resolution

- Carry In documents
- These documents layout the parameters for the sale of bonds for the CSU-Pueblo Occhiato University Center (Student Center)
- Interest Rate on the sale of \$26+ million in bonds may not exceed 5.5% for a term of 30 years.
- Bonds will be callable in 10 years
- The 7th supplemental resolution lays out the specific parameters of the sale and is an amendment to the June 20th, 2007 Master resolution
- No capitalized interest
- No use of State Intercept – in order to expedite approvals
- Financing assumes Pueblo will add \$4.0 million to project for a total of about \$31 million

Agenda Item # 6

Campus Budget Updates for 2015

- See attached summaries of the following pages from CSU, CSU-Pueblo, and CSU Global Campus

FY15 Draft Incremental E&G Budget - V.1.1

Colorado State University - Fort Collins

Monday, July 15, 2013

New Resources

Tuition	
Undergraduate	
Resident	6,326,000
Non-Resident	2,727,000
Undergraduate-Enrollment Growth (Net Discounts)	-
Graduate	
Resident	405,000
Non-Resident	515,000
Professional Veterinary Medicine	718,000
Differential Tuition and Graduate Program Charges - 3% Inflation	587,000
Total Tuition	<u>11,278,000</u>
DCE On-Line Plus Revenue	-
Facilities and Administrative Overhead	(408,000)
State Funding Impact	10,800,000
	<u>\$ 21,670,000</u>

New Expenses

Enrollment Growth Colleges - 50%	-
Enrollment Growth Provost - 20%	-
Financial Aid/Scholarship Inflation	1,838,000
Academic Tuition Sharing	556,000
Graduate School Tuition Pool for GTA/GRAs	315,000
Salaries and benefits (includes Adjuncts and SC)	10,156,000
Faculty Promotions	540,000
Fringe Benefit Enhancement - DCP 1% increase	2,700,000
Other Mandatory Costs (utilities for new facilities and debt service)	2,295,000
Deployment of Differential Tuition and Graduate Program Charges	587,000
University Program and Deferred Maintenance Reserves	-
Commitments/Quality Enhancements	2,683,000
Unit Expense Reductions	-
	<u>21,670,000</u>

Net \$ -

Assumptions

Resident Undergraduate __%	5%
Non-Resident Undergraduate __%	3%
Resident Graduate __% and Resident Professional Veterinary Medicine __%	3%/5%
Non-Resident Graduate __% and Non-Resident Professional Veterinary Medicine 2%	3%/2%
Fees around __%	1%
Salary Increase (2.5% Faculty/AP, 3% State Classified)	2.5%/3.0%

FY15 Incremental E&G Budget
 Colorado State University-Pueblo
 August 2013



New Resources.....		\$ 5,178,000
Tuition.....	\$ 6,000,000	
Undergraduate Resident.....	\$ 3,300,000	
Graduate Resident.....	\$ 250,000	
Undergraduate Non-Resident.....	\$ 2,340,000	
Graduate Non-Resident.....	\$ 110,000	
Differential Tuition.....	\$ 730,000	
Facilities and Administrative Recovery Increase.....	\$ 35,000	
Backout of System Support.....	\$ (1,300,000)	
Fee for Service.....	\$ (479,000)	
COF.....	\$ 430,000	
Backout of Reserves.....	\$ (500,000)	
Miscellaneous Revenue.....	\$ 262,000	

New Expenses.....		\$ 3,767,000
Financial Aid/Scholarship	\$ 1,200,000	
Marketing/Enrollmen/Other Strategic Initiatives.....	\$ 1,000,000	
New Sports (M/W Lacrosse, M-Track&Field, W Swimming).....	\$ 750,000	
Salaries and Benefits.....	\$ 617,000	
Other Costs (e.g. Utilities).....	\$ 200,000	

Net..... **\$ 1,411,000**

Base Tuition Assumptions	Increase
Resident Undergraduate	9%
Non-Resident Undergraduate	9%
Resident Graduate	9%
Non-Resident Graduate	9%
Differential Tuition	
Undergraduate	\$25 /cr hr
Graduate	
Business Program	\$29/cr hr
CIS	\$29/cr hr
Engineering Program	\$22/cr hr
Nursing Program	\$22/cr hr

FY15 Incremental Education & General Budget | As of July 12, 2013



New Resources

Tuition (Net Bad Debt and Discounts)

Undergraduate- Retention Growth	\$5,439,966
Undergraduate- Enrollment Growth (New).....	\$2,111,844
Graduate- Retention Growth.....	\$2,331,414
Graduate- Enrollment Growth (New).....	\$905,076
Other*	\$22,500
Total.....	\$10,810,800

New Expenses

Instruction and Student Services.....	\$8,565,651
Financial Aid/Scholarships	\$141,584
Salaries and Benefits	\$484,885
Rent.....	\$225,100
Total.....	\$9,417,220

Net

Total.....	\$1,393,580
-------------------	--------------------

9,000

New student enrollment target

75%

Average annual retention rate

\$350/\$500

New student undergrad/grad
tuition rate per credit

70:30

Undergrad to grad ratio

\$340/\$450

Average undergrad/grad rate per credit
(factoring in Tuition Guarantee)

1%

Percentage of gross tuition revenue for
institutional and employee student aid

3%

Percentage of gross tuition revenue for
bad debt estimate (2.5% in FY12-13)

* Other sources primarily consist of application fees
12336

Agenda item # 7

Institutional Plan for Student Fees

- Annually, Colorado Commission on Higher Education policy requires that each higher education governing board review and approve a plan for student fees.
- Each plan by commission policy must consider:
 - Definition and categorization of all student fees based on categories deemed relevant by the governing board. Description of the purposes for each fee established at the institution(s).
 - Established procedures and the method and level of student participation in establishing, setting, reviewing, modifying, and discontinuing student fees and fee rates at the institution.
 - An established complaint resolution process for disputes on the imposition or amount of a student fee.”
 - A time frame for budget approval and board action on tuition and fees.
 - Language that specifies whether to allow for the use of student fees or tuition for academic facilities construction and describes the method and level of student involvement in any such decision. Established procedures for any student vote or referendum relating to student fees.
 - A list and description of any administrative costs charged to students or student groups for the administration of the student fee. These costs may vary by type or category of fee.
 - Established procedures for the institutional review of fee fund balances. The institution shall determine the threshold at which such reviews are required and may utilize different thresholds for different fees.
 - A clear and transparent process for the regular review and evaluation of: fee rate assessments, fee expenditures, and institution fee policies. The institution may determine whether such reviews are to be conducted by institutional administration, independent internal entities (e.g., departments and offices review each other), or independent, external entities. The processes may vary by type or category of fee.
- The attached resolution approving the plans is to be adopted by the board.

The Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Action 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:

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

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Institutional Plan for Student Fees and Charges for Fiscal Year 2013-2014, as follows.

EXPLANATION:

Presented by [Tony Frank, President] [Rick Miranda, Executive Vice President/Provost]
[Leslie Di Mare, 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-3.01 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 FY2014, by Colorado State University and Colorado State University-Pueblo.

Approved

Denied

Scott C. Johnson, Board Secretary

Date

COLORADO STATE UNIVERSITY
FY2014 Institutional Plan for Student Fees and Charges

Introduction and Purpose:

The purpose of this plan is to provide information in accordance with C.R.S. § 23-5-119.5 and CCHE Policy VI-C-3.01 requiring annual approval of an Institutional Student Fee Plan.

1. Definitions:

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

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

Academic Facilities Construction: Capital construction, as defined in C.R.S. § 24-75-301, including remodeling and maintenance of physical facilities, buildings and site improvements, and utilities and transportation infrastructure, in or on an Academic Facility.

Academic Facility(ies): Academic Facilities, as defined in CDHE Policy § 1.50, are those facilities that are core to the role and mission of the institution and may include, but are not limited to, space dedicated to instructional, student services, or administration. If a multipurpose building, the space determination shall be based on the primary usage of the space during the regular academic year. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space.

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

Board for Student Organization Funding (BSOF): A body whose primary purpose is to allocate a portion of the ASCSU Student Fee approved by the Board of Governors of the Colorado State University System to student organizations for educational and cultural programming and to

administer relevant provisions of Article VIII of the ASCSU Constitution. BSOF is governed by the BSOF Bylaws.

Charge for Service: A charge assessed to certain students to cover the costs of delivering specific services to those students. Charges for service are not mandatory for all students. Charges for service are, however, required for students who meet the criteria for which the charge is being assessed. These may include, but are not limited to: application 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.

Contractually-Based Fee: Any Fee that is (a) required to satisfy any existing contractual obligations, or (b) related to bonds or other debt obligations issued or incurred prior to July 30, 1997. (Fees related to bonds issued on or after July 30, 1997 are *User Fees*).

Fee(s) or Student Fee(s): Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the University Facility Fee is approved; intercollegiate and intramural athletics; student health services; technology and infrastructure for which the University Technology Fee is approved; mass transit; parking; Contractually-Based Fees (including bond payments for which Student Fees have been pledged). “Student Fee” excludes tuition, Special Course Fees, User Fees, and Charges for Services. Student Fees may be subject to certain waivers, exceptions or 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.

Student Fee Review Board (SFRB): A body comprised of student members and non-student, *ex officio* members that exists for purposes of providing efficient, equitable, and consistent review of Student Fees and the services for which Fees are assessed. SFRB makes recommendations to the Board of Governors regarding Fee proposals, new Fee-funded areas, and changes to existing Student Fees. SFRB is governed by the SFRB Bylaws.

University Facility Fee: A Student Fee approved by ASCSU Senate Bill 3540 (2005) to be used for capital improvements at CSU.

University Facility Fee Advisory Board (UFFAB): A body comprised of student members and non-student, *ex officio* members, that exists to provide guidance concerning the University Facility Fee to the Vice President of University Operations (VPUO) and/or his or her designees

regarding project proposals for allocations of the University Facility Fee, and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University.

University Technology Fee: a Student Fee approved by ASCSU and the Board of Governors in 2003, to be used to enhance online student services, replace computers, and to build and maintain the physical improvements needed for computer infrastructure.

University Technology Fee Advisory Board (UTFAB): A body comprised of student members and non-student *ex officio* members to provide guidance and advice in the implementation and application of technology at Colorado State University; to review all allocation requests of the University Technology Fee; and to ensure that all allocations of the University Technology Fee will be used to provide technology that has the potential to benefit as many Colorado State University students as possible.

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 the Fee is approved; intercollegiate and intramural athletics; student health services; technology for which the University Technology Fee is approved; mass transit; parking; and Contractually-Based Fees (including bond payments for which Fees have been pledged).

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

(a). The Student Fees to be assessed are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of Fee revenues, which may be approved, rejected or modified at the Board's discretion. In addition, although it does not restrict the President's discretion, 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 are set by the Operations Committee of the CSU President's Cabinet, consistent with the institution's annual budget process.

(b). Except for Contractually-Based Fees and/or to provide for mandatory cost increases, all new Student Fees, and all increases in existing Student Fees, shall be subject to the Bylaws of the SFRB. Mandatory costs comprise salaries and benefits, debt service, utilities and general and administrative Fees assigned by the University. All requests for new Student Fees, other than Contractually-Based Fees, shall be initiated through the established SFRB process. This process shall require the SFRB to make recommendations regarding Student Fees in accordance with the SFRB Bylaws and ASCSU Constitution.

(c). Each academic year, an SFRB member will be assigned as a liaison to one or more programs or activities funded by existing Student Fees. The SFRB liaison will work with the Director of the program or activity throughout the academic year to learn about the program and its budget and to review any proposed change or increase to the Fees supporting that program. The Director of the Fee-funded area and the assigned liaison will present the budget and all relevant information for the next fiscal year. The SFRB liaison for a Fee area may advise the SFRB, but shall not cast a vote on Fees for that area. University leadership may also present information to the SFRB regarding institutional priorities and goals. The SFRB shall review and consider all information presented, including student input/Feedback received by each SFRB member, following the specific processes and procedures detailed in the Bylaws of the SFRB. All recommendations for new Fee-funded areas shall be submitted to the SFRB in the form of a proposal as detailed in the SFRB Bylaws. The proposal shall demonstrate that the Fee request is student-sponsored, that sufficient student need for the Fee exists, and that the Fee will be allocated in partnership with a specific University department. Final approval of a new Student Fee rests with the Board of Governors.

(d). After the SFRB has reviewed the information presented by the liaisons, Directors, and University leadership, and evaluated any requests for new Fees, Fee increases or decreases, and Fee extensions, the SFRB forms recommendations and presents them to the ASCSU Senate. 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.

(e). The Board of Governors annually reviews and approves Student Fees. Its review and approval process includes any new Student Fees and increases in existing Fees. Notwithstanding any other provision in the Institutional Fee Plan, or any other governing procedure, rule, bylaw, or policy, the Board of Governors shall provide to students at least thirty 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
- (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 the Board of Governors with regard to a Fee shall be final and incontestable either on the thirtieth day after final action by the Board of Governors or on the date on which any evidence of indebtedness or other obligation payable from the Fee revenues is issued or incurred by the Board, whichever is earlier.

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

The process described above includes direct, meaningful student input on all Fees. 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 Vice President for Student Affairs, who may hear the appeal or appoint an appeal officer to hear the appeal and resolve the issues. The decision of the VPSA or appeal officer is final.

5. Plan for addressing reserve fund balances:

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

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 Interim Director of Auxiliary Services will serve as Interim Chair of the SFGB until the VP of Student Services and Enrollment Management appoints the Chair. 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 SFGB Chair, working with the SFGB, will maintain all records regarding allocations including, but not limited to, applications, justifications, and SFGB minutes for six years after the date of its recommendation.

2. FEE CATEGORIES

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

Campus-wide Fees: These are fees assessed to 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 2013-2014, 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, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration

- referred to the University President 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 and consultation with ASG representatives; (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, which would then be submitted, if required, to the Board of Governors for consideration.

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.



2013-2014 Academic Year Mandatory Student Fee Rate Schedule

	FY2012-13	Changes in fees approved by Student Fee Governing Board and Associated Students' Government Senate	FY2013-14
MANDATORY STUDENT FEES*	Fee Amount per Credit Hour		Fee Amount per Credit Hour
<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.	\$ 23.00	\$ -	\$ 23.00
<u>Student Athletics Fee</u> contributes to Athletics Program scholarships and operating costs.	\$ 9.95	\$ -	\$ 9.95
<u>Student Affairs Fee</u> funding for student life initiatives.	\$ 9.50	\$ -	\$ 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.	\$ 6.25	\$ -	\$ 6.25
Technology Fee 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	\$ -	\$ 5.75
<u>Student Health Fee</u> contributes to Student Health Center and Counseling Center operating costs.	\$ 4.85	\$ -	\$ 4.85
<u>Student Center Fee</u> contributes to the student services component of Occhiato University Center operating costs.	\$ 1.50	\$ -	\$ 1.50
<u>Child Care Center - Discount Program</u> funds discounting of child care services cost for students.	\$ 0.30	\$ -	\$ 0.30
TOTAL FEE AMOUNT PER CREDIT HOUR	\$ 61.10	\$ -	\$ 61.10
Increase		0.0%	

*In order to facilitate CSU-Pueblo's participation in certain programs the University may extend the use of fee allowances and/or discounts from the listed amount above.

Agenda Item # 8

Short-Term Construction Bridge Loan - CSU

- See attached resolution for the approval of Colorado State University (CSU) short-term construction bridge funding line of credit from the Colorado State University Foundation (CSUF).

Stretch Goal or Strategic Initiative: N/A

MATTERS FOR ACTION:

Approval of Colorado State University (CSU) short-term construction bridge funding line of credit from the Colorado State University Foundation (CSUF).

RECOMMENDED ACTION:

Move, that the Board of Governors of the Colorado State University System (Board) hereby authorizes the President of CSU to enter into a line of credit loan agreement and utilize a construction line of credit fund (LOC) to be established by the Colorado State University Foundation (CSUF), in the CSUF's Board's discretion, in an amount up to fifteen million dollars (\$15,000,000.00), to be drawn upon from time to time for short term construction bridge funding for various campus projects or renovations. The President will report to the Board on the LOC annually. The President is further authorized to renew the LOC each year, at the President's discretion, during the term of the LOC, but the Board shall approve the potential 5 year extensions. This transaction shall be memorialized in an appropriate line of credit loan agreement to be prepared by the Office of General Counsel.

EXPLANATION PRESENTED BY: Dr. Tony Frank, President, Colorado State University.

For several years, CSU has provided capital leasing to the campus community using a line of credit program administered through the Colorado State University Research Foundation for the purpose of leasing/purchasing much-needed equipment for use in various departments and programs of the University. There is a need to extend this financing program to include smaller capital construction or renovation projects that are necessary to support the University's strategic initiatives. Establishing a limited line of credit agreement with the Colorado State University Foundation would allow the University to meet that need.

The proposed LOC will have an initial term of five years, with the opportunity to renew for up to two additional five-year terms, with an initial interest rate on amounts advanced of prime rate plus one percent, with a minimum (floor) rate of 2.5% and a maximum (ceiling) of 6% per annum. The CSUF Board will have the opportunity to adjust the interest rate quarterly by no more than 1.5%, in accordance with changes to the prime rate.

The Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Action Item

Advances against the LOC will be allowed for amounts ranging from \$500,000 to \$5,000,000, with a maximum total outstanding obligation of \$15 million. Loans advanced will generally be payable with interest over a term of three to seven years, as approved by the CSUF, the university President and the university CFO (shorter or longer repayment terms may be negotiated). Interest charged internally to borrowing departments MAY be calculated at 50 basis points (.5%) above the CSUF interest rate; if no basis points are assessed, this will be deemed a university contribution to the project. The LOC will be subject to annual renewal/reappropriation, at the option of CSU, subject to approval of CSUF. In the event of non-renewal, all applicable terms will remain in full force and effect with respect to any advances made prior to the non-renewal date.

Upon approval, the University will develop a policy to provide internal guidance with respect to the LOC and any advances therefrom, establish an application process and criteria for granting LOC advances, and enter into negotiations with CSUF for the specific terms of the LOC.

Approved

Denied

Scott C. Johnson, Board Secretary

Date

Agenda Item # 9

Review of Section 200 of Board Policy Manual

- See separate Board Policy Manual

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
August 1, 2013 - Pueblo**

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

CSURF Board Liaison: TBD

Staff: Kathleen Henry

EXECUTIVE SESSION

OPEN SESSION

- | | | |
|--|-----------------------------|------------|
| 1. Sale of Rogers Mesa Property | (Tony Frank) | Action |
| 2. CSU Program Plans | (Amy Parsons) | Action |
| 3. CSU-Pueblo Master Plan | (Marty Hanifin/Craig Cason) | Action |
| 4. Real Estate/Facilities Section of Policy Manual | | Discussion |

The Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Action Item

Approved

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

MATTERS FOR ACTION:

Land: Sale of improved property located in Hotchkiss, Colorado. (This action supersedes the Board Action of August 30, 2012).

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the sale of certain land, along with its associated improvements and water rights, owned by the Board of Governors of the Colorado State University System located in Hotchkiss, Colorado on the terms and conditions discussed and approved in Executive Session.

FURTHER MOVED, that the President of Colorado State University is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction, including a purchase and sale agreement, closing documents, and any other instrument in consultation with the Office of General Counsel.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Purchase of the new Engines and Energy Conversion Lab Addition and Cash Spending Authority During FY2013-2014.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan and Cash Spending Authority in the amount of \$11.5M to purchase the Engines and Energy Conversion Lab (EECL) Addition.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of this program plan to purchase the building addition at the existing Engines and Energy Conversion Lab, (EECL). The project includes a 64,000 sq. ft. building addition with the adjacent site work and parking. The Colorado State University Research Foundation (CSURF) currently leases the property from the City of Fort Collins, and CSU subleases that property from CSURF. CSURF has developed the property. The total development cost of the project is \$17.3M. \$5.8M has been identified from donors to the project thus far, and fundraising is ongoing. CSURF has agreed to sell the improvement to CSU for the outstanding loan balance, which will not exceed \$11.5M. The lease between CSURF and the City of Fort Collins provides for such a purchase by CSU. This amount would be bond funded and the debt service, operating and maintenance costs, are to be covered by a mix of funds from the Energy Institute, Vice President for Research, and central University funds. A more detailed project description can be found in the attached Summary of Program Plan and the full program plan is posted at www.facilities.colostate.edu.

**SUMMARY OF PROGRAM PLAN
FOR PURCHASE OF THE EECL ADDITION**

The new building addition is approximately 64,000 gsf and accommodates a primary mix of laboratories, meeting rooms and offices on four levels. Located at 430 North College, one and one half miles north of main campus, the new building addition leverages a highly successful and largely grant funded research program at the existing Engines and Energy Conversion Lab (EECL). Since 1992, the EECL has been operational as an adaptive reuse of an existing and abandoned power plant owned by the City of Fort Collins. The existing building and surrounding site is operated by the CSURF and occupied by the EECL on a long term (forty year) lease with options to extend the agreement to eighty years. This existing high bay, art deco style building has served the program well and with program growth, the new addition was developed with the intent that the University would enter into a long-term lease with CSURF upon completion. As financing was secured, however, it became evident that the best financial choice for the University is to purchase the improvements.

The existing 30,000 gsf historic building will continue to house the Engines and Energy Conversion Lab and the new addition will provide the associated office and meeting space to allow for some reallocation of space in the existing facility for more laboratory space in the long term. In a facility and research program that is focused on sustainable systems and alternative energy development, it is important to note that the adaptive reuse of an existing building is often viewed as the most sustainable building practice. Combined with the building addition, the resulting contiguous development will serve the university, the country and the world well into the future.

Scheduled to receive a LEED Platinum certification, the building addition is highly sustainable, energy efficient and environmentally sound. The new building itself will function as a laboratory where digital controls, lighting, heating and cooling systems can be modified, tested and recorded over time.

The new facility will accommodate the following entities: Colorado State University Energy Institute, the Center for the New Energy Economy, Center for Energy and Global Health, Electric Power Systems Lab, Industrial Assessment Center, Center for Energy Water Sustainability, Center for Agricultural Energy and ongoing research at the Engines and Energy Conversion Lab. The building layout is very efficient with large open office and informal meeting space to promote a highly collaborative environment that encourages cross disciplinary discovery.

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 2, 2013
Action Item**

Approved

This project is on the 2-year cash fund list reviewed by the Board of Governors at the May 2013 meeting. Bond payments along with operating and maintenance costs will be paid from the CSU Energy Institute departmental revenues, Office for the Vice President for Research, and central University funds. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. The project is scheduled to be complete in January 2014 and occupied immediately thereafter.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Aggie Village North Redevelopment for \$114,000,000 and Cash Spending Authority during FY2013-2014.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan and Cash Spending Authority for the Aggie Village North Redevelopment Project.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of the program plan for the Aggie Village North project. The project consists of a comprehensive redevelopment of the Aggie Village North Apartments. The existing buildings will be deconstructed to allow for the development of approximately 408,000 gsf of new student apartments. The completed project will accommodate approximately 1000 beds and primarily serve the Intercultural Connections, unaffiliated undergraduates and graduate communities. The University is in the process of determining the best way to accommodate the construction of 25,000 gsf of academic space, which has been identified as an alternate in the project. The project budget consists of the following: base scope as documented in the program plan, an allowance for the City of Fort Collins required Plant Investment Fees (PIFS), an academic space alternate, and site planning, bringing the total project budget to \$114M. If bids come in under budget, remaining funds could be used to upgrade the existing Corbett/Parmelee Dining Hall. A more detailed project description can be found in the attached Summary of Program Plan. The complete program plan is available online at www.facilities.colostate.edu.

**SUMMARY OF PROGRAM PLAN
FOR AGGIE VILLAGE NORTH REDEVELOPMENT**

The proposed project would consist of a comprehensive redevelopment of the existing Aggie Village North Apartments. The site is bounded by Prospect Road, Center Avenue, Lake Street and Whitcomb Street, just south of main campus. The existing buildings would be deconstructed to allow for the development of approximately 408,000 gsf of new student apartments. The completed project would accommodate approximately 1000 beds and primarily serve the Intercultural Connections, unaffiliated undergraduates and graduate communities.

The existing Aggie Village North Apartments were built in the 1960s and contain 150 2-bedroom units. The site is significantly underutilized from a site density standpoint and is not being used for undergraduate housing. The operational costs of the 50+ year old buildings are high due to poor thermal performance and increasing maintenance needs. The apartments are well beyond their useful lifespan and provide little functional or aesthetic value. The University identified this site for redevelopment in the Housing and Dining Services Master Plan, which focused on sites with buildings that could not be cost-effectively renovated to current housing standards. This project would provide a variety of unit types ranging from studios to 4 bedroom apartments. All apartments would have shared access to a range of amenities such as large community lounges with kitchens, small floor lounges, group study rooms, laundry, mail and support services. Office suites would be provided on site for up to 6 staff members. Modest retail shell space would be provided as well as parking for approximately 250 students. A variety of courtyard and pedestrian streetscapes would create a multi-layered and animated outdoor amenity that would enhance the desirability of the location. Exterior building envelopes would use the successful Academic Village material palette to bring architectural cohesiveness to campus housing. Included as an alternate to the base scope is approximately 25,000gsf of office and academic space that could be dual purposed, providing general academic classroom space during the day and flex programming space for the residential communities on nights and weekends. If bids come in under budget, remaining funds could be used to upgrade the existing Corbett/Parmelee Dining Hall.

There is documented demand for on campus apartments for retention of undergraduates. These apartments would also provide temporary swing space for freshman when Newsom and Allison Halls are redeveloped. The benefits of this expansion are:

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 2, 2013
Action Item**

Approved

- Addition of 1000 apartment beds
- Redevelopment of the Aggie Village North site as called for in the Housing Master Plan
- No loss of existing undergraduate housing during construction

The current cost estimate is approximately \$114,000,000. This project is on the 2-year cash fund list reviewed by the Board of Governors at the May 2013 meeting. Bond payments along with operating and maintenance costs would be paid from Housing and Dining Services departmental revenues. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once funding is secured the project is expected to be completed in 33 months.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Bay Farm Parking Garages for \$43,000,000 and Cash Spending Authority during FY2013-2014.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan and Cash Spending Authority for the Bay Farm Parking Garages Project.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of the program plan for the Bay Farm Parking Garages project. The project consists of two proposed parking garages to be built in phases on South Campus, at an estimated cost of \$20,000,000 each. Associated with one garage could be construction of an underpass at Prospect Rd, at an estimated cost of \$3,000,000. The conceptual plans are for 4-level, utilitarian parking structures that would be approximately 420,000gsf each. Both garages would be located in the Spring Creek Floodplain. They would provide 800-1200 parking spaces each, depending on FEMA design restrictions. Floodplain permitting will require approximately 18 months to complete, and must be completed before construction commences. The overall schedule to complete the permitting and construction for the first garage(s) is estimated at three years. The garages would be funded by bonds supported by both parking services revenues and University funds. A more detailed project description can be found in the attached Summary of Program Plan. The complete program plan is available online at www.facilities.colostate.edu .

**SUMMARY OF PROGRAM PLAN
FOR BAY FARM PARKING GARAGES**

The proposed project will consist of two proposed parking garages to be built in phases on South Campus, at an estimated cost of \$20,000,000 each. Associated with one garage could be an underpass at Prospect Rd, at an estimated cost of \$3,000,000. Conceptual plans are for 4-level, utilitarian parking structures that would be approximately 420,000gsf each. Both garages are located in the Spring Creek Floodplain. They would provide 800-1200 parking spaces each, depending on FEMA design restrictions. Floodplain permitting will require approximately 18 months to complete, and must be completed before construction commences.

The parking garages are needed to replace surface parking lost to construction projects on Main Campus, and to add new parking for CSU's anticipated enrollment growth. There are long range plans for additional CSU sports fields in this area, and the parking garages would serve attendees at athletic events. Several public transit options will be available to garage users. The City of Fort Collins is currently building an overpass within 700 feet of the garages that will provide connectivity to the Mason Street BRT. The City also plans to increase bus service along Center Ave. In addition, CSU is investigating a shuttle service between Main and South Campus to supplement the City transit options. These transit options will help make the garages a convenient commuter option for CSU faculty, staff and students.

This project is on the 2-year cash fund list reviewed by the Board of Governors at the May 2013 meeting. Bond payments along with operating and maintenance costs would be paid from Parking Services revenues and University funds. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on issuance of revenue bonds to support the project. Once funding is secured, the first phase of the project is expected to be completed in 36 months, including the FEMA permitting.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Willard O. Eddy Hall Revitalization Phase 2, and \$4.8 Million Cash Spending Authority During FY2013-2014.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan and Cash Spending Authority for the Willard O. Eddy Hall Revitalization, Phase 2.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of the program plan for the Willard O. Eddy Hall Revitalization Phase 2 Project. The Eddy Building is a 69,457gsf building located on the academic spine of Main Campus. It houses classrooms, lecture halls and faculty offices for the English, Philosophy, Foreign Languages and Literature, and Communication Studies departments in the College of Liberal Arts. The Board of Governors approved Phase I of the revitalization in May 2012 for \$7.0 M. Phase 1 focused on MEP, life safety and ADA upgrades. Phase 2 will focus mainly on the building envelope, including window replacement, a new entrance and plaza on the east side facing the Academic Spine, and improved building aesthetics. The new entrance will be approximately 2400 gsf and will provide space for several new classrooms. The cost of Phase 2 is estimated at \$4.8M, to be financed with bond funds. A more detailed project description can be found in the attached Summary of Program Plan. The full, detailed program plan can be found at www.facilities.colostate.edu.

Action Item

**SUMMARY OF PROGRAM PLAN
FOR WILLARD O. EDDY HALL REVITALIZATION PHASE 2**

Willard O. Eddy Hall is a 69,457gsf building located on the academic spine of Main Campus. It is a heavily utilized building that houses classrooms, lecture halls and faculty offices for the Philosophy, Foreign Languages and Literature, Communication Studies and English departments in the College of Liberal Arts. The building is home to approximately 157 faculty, staff and graduate students and over 10,500 students (average of last 3 semesters) have classes in the building each week. It was built in 1963 and has had only limited upgrades since that time.

A capital renewal project focusing on MEP and ADA code issues is currently underway, and the classrooms and auditorium have been upgraded through the classroom upgrade bond. The exterior of the building and the public spaces, however, are not in the scope of either project. The building's 1960s era windows are single pane and inefficient. Corridors and restrooms have not been significantly upgraded since the building was constructed. The exterior walls and steps are in need of repair. Stone veneer and new windows are the most inexpensive way to improve energy efficiency to the building while dramatically improving the aesthetics. Similar exterior improvements to several residence halls have resulted in lower energy costs.

Phase 2 will provide:

- New windows to improve the energy efficiency and overall occupant comfort of the building;
- A 2,400gsf entrance addition including several new classrooms;
- A landscaped plaza off of the Academic Spine;
- Cut stone veneer on the exterior elevations; and
- Interior aesthetic improvements such as new doors, upgraded restroom finishes, upgraded corridor finishes and elevator cab upgrades.

CSU is committed to improving classroom space throughout the university to provide the best experience for students and faculty, and to reflect the importance of academics.

This project is estimated at \$4.8M and has been added to the 2-year cash fund list reviewed by the Board of Governors in May 2013. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on issuance of revenue bonds to support the project. Once funding is secured the project is expected to be completed in 15 months.

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 2, 2013
Action Item**

Approved

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Plant Environmental Research Center Relocation for \$7.3 Million and Cash Spending Authority During FY2013-2014.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan and Cash Spending Authority for the Plant Environmental Research Center Relocation.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of the program plan for the Plant Environmental Research Center Relocation. The Plant Environmental Research Center (PERC) has been in operation for 41 years and the greenhouses have been in place 64 years. This program is housed in six structures on 2.8 acres consisting of two Quonsets constructed in 1954, a headhouse remodeled in 1980 and three other greenhouses. All buildings are outdated and inefficient. A new facility would locate all the functions into one building, allowing the staff to improve their teaching, research and outreach capacity. The site at Centre Avenue and Bay Drive would locate this facility east of the USDA's Crops Research Laboratory and north of the City of Fort Collins Gardens on Spring Creek. This location would provide an opportunity for more collaboration between CSU, USDA and the Gardens on Spring Creek. The new building would be 31,480 gross square feet and funded by bond sales. A more detailed project description can be found in the attached Summary of Program Plan and the full program plan is posted at www.facilities.colostate.edu.

**SUMMARY OF PROGRAM PLAN
FOR PLANT ENVIRONMENTAL RESEARCH CENTER RELOCATION**

The proposed project will construct a new headhouse building at a site located in the Bay Farm area, adjacent to the City of Fort Collins Gardens on Spring Creek. The building would be approximately 31,480gsf. In addition, existing research plots would be relocated to the site. The estimate for the project is \$7.3M, to be paid for with bond proceeds.

The Plant Environmental Research Center (PERC) has been in operation for 41 years and the greenhouses have been at this site for 64 years. This program is currently housed in six structures consisting of two Quonsets constructed in 1954, a headhouse remodeled in 1980 and three other greenhouses. All buildings are outdated and inefficient. PERC has an existing horticultural partnership with the Gardens on Spring Creek, and the opportunity to expand and enrich that partnership is one of the benefits of the new site. The project would support several programs for teaching, research and outreach, such as: Ornamental Horticulture, Turfgrass Management, Landscape Design, Water Conservation, Local Food Production and Crops for Health. Also, the USDA-ARS Crops Research Laboratory is adjacent to the site, providing another opportunity to enhance existing collaborations.

This project is on the 2-year cash fund list reviewed by the Board of Governors at the May 2013 meeting. It is anticipated that University funds will pay for bond payments, and operating and maintenance costs. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on issuance of revenue bonds to support the project. Once funding is secured, the project is expected to be completed in 24 months.

Approved

Denied

Scott C. Johnson, Secretary

Date

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Shields Street Parking Garage for \$50.0 Million and Cash Spending Authority During FY2013-2014.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan and Cash Spending Authority for the Shields Street Parking Garage project.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations.

Colorado State University – Fort Collins is requesting approval of the program plan for the Shields Street Parking Garage. The project is planned as a 6 level, 570,000 gsf parking structure with a 3 story office wrap. It would provide approximately 1,760 parking spaces and approximately 54,000 gsf of office space. A more detailed project description can be found in the attached Summary of Program Plan. The complete program plan is available online at www.facilities.colostate.edu.

**SUMMARY OF PROGRAM PLAN
FOR SHIELDS STREET PARKING GARAGE**

The proposed project would construct a 6 level parking garage with a 3 story office wrap on an existing surface parking lot at Shields and Plum Streets. The architecture would include a material palette similar to the Lake Street Parking Garage. In consideration of the prominent location facing Shields Street (a major arterial in Fort Collins) it would be designed with an expressive form that identifies itself as a parking facility, but with upgraded exterior finishes per the CSU Aesthetic Guidelines. Building articulation and overall design would be subject to review by the Design Review Board.

The parking garage would help to replace surface parking lost due to recent construction projects. The site to the west of the Fum McGraw Building is preferable in order to connect to CSU's planned internal circulation route and the Mason Street BRT project. Facilities Management is working with Athletics to create connectivity between the garage, Moby Arena and Fum McGraw, so the garage would benefit the athletics program as well as provide needed parking. The Shields Street Garage is part of a larger Parking and Transportation Strategy designed to meet the needs of the growing CSU population. Significant elements of this strategy include an increase in structured parking on the perimeter of campus to free up land in the campus interior for future academic development. Structured parking alone will not meet the entire projected parking deficit, thus the transportation strategy is also focusing on the development of a more robust transit and transportation demand management system. This strategy supports the three campus planning pillars of protecting the campus green space, preserving a pedestrian focus for the academic core and a strong commitment to sustainability.

This project is on the 2-year cash fund list reviewed by the Board of Governors at the May 2013 meeting. Bond payments, along with operating and maintenance costs, would be funded by a mix of parking revenues and central funds. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on issuance of revenue bonds to support the project. Once funding is secured, the project is expected to be completed in 24 months.

**Board of Governors of the
Colorado State University System
Meeting Date: Aug 2, 2013
Action Item**

Approved

Approved

Denied

Scott C. Johnson, Secretary

Date

BOARD OF GOVERNORS
August 1-2, 2013
Ochiato Student Center, Colorado State University, Pueblo

FRIDAY, August 2, 2013

Board of Governors Working Breakfast with the CSUS Leadership Team (*Cottonwood*) **7:30 a.m. – 9:00 a.m.**

BOARD OF GOVERNORS MEETING (*Colorado Ballroom 109*)

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

1. PUBLIC COMMENT (*20 min.*) 9:00 a.m. – 9:20 a.m.

2. BOARD CHAIR'S AGENDA (*15 min.*) 9:20 a.m. – 9:35 a.m.

3. EXECUTIVE SESSION (*1 hr.*) 9:35 a.m. – 10:35 a.m.

Break (*10 min.*) 10:35 a.m. – 10:45 a.m.

4. FACULTY & STUDENT REPRESENTATIVES' REPORTS (*1 hr.*) 10:45 a.m. – 11:45 a.m.

A. Faculty Reports

- CSU-Pueblo: Faculty Report – Presented by Frank Zizza (*10 min.*)
- CSU-Global Campus: Faculty Report – Presented by Ann Leslie Claesson (*10 min.*)
- CSU-Fort Collins: Faculty Report – Presented by Alexandra Bernasek (*10 min.*)

B. Student Reports

- CSU-Pueblo: Student Report – Presented by Vanessa Emerson (*10 min.*)
- CSU-Global Campus: Student Report – Presented by Jerry Purvis (*10 min.*)
- CSU-Fort Collins: Student Report – Presented by Nigel Daniels (*10 min.*)

Break/Working Lunch (*15 min.*) 11:45 a.m. – 12:00 p.m.

5. CHANCELLOR'S REPORT (*30 min.*) 12:00 p.m. – 12:30 p.m.

6. PRESIDENTS' REPORTS and CAMPUS UPDATES (*40 min.*) 12:30 p.m. – 1:10 p.m.

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

B. **CSU-Global Campus:** President's Report – Presented by Becky Takeda-Tinker (*10 min.*)

C. **CSU-Fort Collins:** President's Report – Presented by Tony Frank (*20 min.*)

7. COMMITTEE REPORTS AND RESOLUTIONS (*40 min.*) 1:10 p.m. – 1:50 p.m.

A. **Evaluation Committee** (Mary Lou Makepeace, Chair) (*10 min.*)

B. **Academic and Student Affairs Committee** (Rico Munn, Chair) (*10 min.*)

C. **Audit and Finance Committee** (Dennis Flores, Chair) (*10 min.*)

D. **Real Estate/Facilities Committee** (Scott Johnson, Chair) (*10 min.*)

8. BOARD OF GOVERNORS POLICY MANUAL (*30 min.*) 1:50 p.m. – 2:20 p.m.

9. CONSENT AGENDA (*5 min.*) 2:20 p.m. – 2:25 p.m.

Colorado State University System
Board of Governors Meeting Agenda
August 1-2, 2013

A. Colorado State University System

- Minutes of the June 20-21, 2013 Board of Governors Meeting and Retreat

B. CSU-Fort Collins

- Nondelegable Personnel Actions
- Faculty Manual Changes:
 - Section B – Organization of the University
 - Section C 2.1.9.2 and C.2.1.9.6.a – Standing and Advisory Committees
 - Section C.2.1.9.5.h – Committee on Strategic and Financial Planning
 - Section E.2.1 – Basic Types of Faculty Appointments
 - Section E.10.4.1.2 – Extension of the Probationary Period
 - Section E.12.1 – Teaching and Advising
 - Section E.14 – Performance Reviews
 - Section F.3.2.1 – Leave Accruals (Sick)
 - Section G.1 – Study Privileges
 - Section I.6.2 – Evening or Saturday Examinations
 - Section K – Grievance Panel and Hearing Committee; University Grievance Officer; University Mediators
 - Appendix 3 – Family Medical Leave Policy
- Honorary Degree Policy Modifications
- Program Review Schedule

C. CSU-Pueblo

- Faculty Handbook Changes
 - Section 1.2.3 – General Governance Policies and Procedures
 - Section 2.8 – ADA Accommodations
 - Section 2.92 – Cumulative Performance Review
- Approval of Degree Candidates – Summer
- Program Review Schedule

D. CSU-Global

- Approval of Degree Candidates - Fall 2013 A Term

10. SYSTEM WIDE DISCUSSION ITEMS (1 hr.)

2:25 p.m. – 3:25 p.m.

11. BOARD MEETING EVALUATION (5 min.)

3:25 p.m. – 3:30 p.m.

12. ADJOURNMENT

3:30 p.m.

Next Board of Governors Board Meeting: October 3-4, 2013, Colorado State University, Fort Collins

APPENDIX

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

Section

1

Public Comment

This section
intentionally left blank

Section

2

Board Chair's Agenda

This section
intentionally left blank

Section

3

Executive Session

This section
intentionally left blank

Section

4

Faculty and Student Representative Reports

COLORADO STATE UNIVERSITY – PUEBLO
FACULTY REPORT
AUGUST 2013

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

Faculty Handbook Changes

The 2012-2013 Faculty Senate recommended numerous changes to the Faculty Handbook. Some of those recommendations were approved by the Board during the May meeting; many other recommendations were not in sections of the handbook that require Board approval. There are three remaining recommendations that require Board approval. They are:

1. New Handbook Language Pertaining to Faculty Responsibilities and ADA Classroom Accommodations
2. Revision of General Shared Governance Policies and Procedures
3. Addition of Midpoint Review of Probationary, Tenure-track Faculty

Of these three recommendations, the most significant is the third. Many departments already perform a midpoint review, usually in the third year for probationary, tenure-track faculty. The new policy would provide a uniform standard across the campus and provide important guidance to faculty members in their formative years.

Efforts to Increase Student Retention

Retention expert [Teresa Farnum](#) was on campus most recently on July 8 to continue coordinating efforts between the many Action Teams created under her direction. Her report indicated that increasing the academic success of our freshmen students has the greatest potential to improve the overall retention of students. Her analysis of our student populations revealed that in 2010 thirty-eight percent of new freshmen had a GPA less than 2.00 at the end of their first year, and of those only thirty-six percent returned. She recommended that we set as a goal reducing the percentage of freshman students with GPAs less than 2.00 to twenty-five percent.

Her report commended the Actions Teams for working hard to support the underprepared and underperforming students, especially with the:

1. Planned major changes in the curriculum for students placed in English, math, and reading to be implemented this fall, with more planned for the spring semester;
2. Required study skills/motivation course for students who enter with an index below 80;
3. Planned “academic recovery” course for students who earn less than a 2.00 during their first semester;
4. Greatly enhanced Early Alert System; and
5. Tutoring programs that are more accessible and visible.

Noyce Scholarship Program

This past June our Noyce Scholarship Grant supported sixty-three middle school and high school students from Pueblo area schools to attend a free, two-week summer program where they were exposed to mathematical topics selected from elementary probability and statistics. Five CSU-Pueblo undergraduates were also supported to attend a four day training camp. The training camp was delivered to them by CSU-Pueblo faculty and then they delivered the program to the middle and high school students during the summer program. The grant also facilitated the assistance of two distinguished District 70 high school teachers for both the training camp and the summer program. Based on pre and post-tests, the middle and high school students improved their abilities in and perception of mathematics. Besides providing meaningful summer activities for K-12 students, the goal of the summer internship programs are to give CSU-Pueblo freshman and sophomores who are considering a career in teaching secondary mathematics experience teaching mathematics in a hands-on environment. The summer internship program will continue for the duration of the five year grant, which is presently in its second year.

Respectfully Submitted,

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

Frank Zizza, Ph.D.
BOG Faculty Representative

Faculty Overview

- Almost 400 established faculty
- Teach one or more of 12 undergraduate/graduate programs
- Faculty are assigned to one program, but have option to move to areas of greatest demand based on student need
- Annual Faculty Satisfaction Survey
 - *91% feel supported by their Program Coordinator**
 - *95% feel supported by the CSU-Global faculty development team***
 - *98% stated that they are teaching courses for which they are academically qualified to teach****
 - *97% believe that course content aligns with course outcomes****

Training and Credentialing Update

- 18+ hours of graduate credit hours in area of specialty
- Academic Preparation: Masters from accredited university; terminal degree required for graduate courses
- Experience in field/industry specialization
- New Faculty Hire
 - Application screening & interview - Faculty Manager and Program Manager
 - FCC Instructor Training Course
 - Mentored/supervised teaching of first online course
- Established Faculty
 - Ongoing Training Opportunities in *adult education, technology, APA, international students, grading and assessment (faculty are paid \$100 to complete a training course)*
 - 327 FCC enrollments (excluding *new hire FCC100*) for 2012/13
 - Annual peer mentoring and process
 - Monthly faculty meetings
 - Professional development funding (\$500 for conferences; \$100 for presentations)

Compensation

- Teaching Assignments: Varies (based on # of students)
 - \$2,200 - \$2,400 per course based on degree preparation: Masters / Terminal Degree (\$2,500 for courses with required video conferences)
- Non-Instruction Opportunities (e.g., faculty training courses, peer mentoring, course development, review and editing).
 - Committee Leadership and Participation
 - Process/Performance Improvement (e.g., data analysis, department input – course from student services and resources, career center, surveys, etc.)
 - 360 Input - strategy development, and faculty-related matters

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

August 1-2, 2013, Pueblo

1. Summary of action items from the May 7, 2013 Faculty Council Meeting:
 - a. New Programs:
 - (i) Master of Computer Information Systems (Plan C) in the College of Business. Discussions with employers led to the development of this program that will focus on the application of technical skills specifically to the business context.
 - (ii) Master of Science in Toxicology (Plan A and B) and Ph.D. in Toxicology in the College of Veterinary Medicine and Biomedical Sciences. Toxicology has historically been a specialization under Environmental Health but it has evolved into separate field and warrants a separate program of study.
 - (iii) Interdisciplinary Minor in Leadership Studies in the Office of the Provost. The program builds on the President's Leadership Program and will be administered jointly by that program and Student Leadership, Involvement and Civic Engagement.
 - b. New Centers, Institutes and Other Special Units (CIOSUs) at CSU: The annual review of CIOSUs by the Committee on University Programs approved four new centers.
 - (i) Center for Sustainable Monomers and Polymers (CSuMAP) – Director: Dr. Eugene Chen.
 - (ii) Prion Research Center (PRC) – Director: Dr. Glenn C. Telling.
 - (iii) Center for Food Safety and Prevention of Foodborne Disease at CSU – Directors: Dr. Marisa Bunning and Dr. Elaine Scallan.
 - (iv) Center for Cardiovascular Research – Director: Dr. Scott Earley.
 - c. Changes to the Faculty *Manual*:
 - (i) Section E.2.1 – Changes to the definitions of “Basic Types of Faculty Appointments” and elaboration on the categories; “Senior Teaching Appointments” and “Special Appointment Faculty”; to include the offer of multi-year contracts made possible by recent legislative changes.
 - (ii) Section B.1 – Changes to the “Governing Board – The Board of Governors of the Colorado State University System” that eliminate redundancies due to changes to the Colorado Statutes and the inclusion of references to the relevant Colorado Revised Statutes.
 - (iii) Section F.2.3.1 – Changes to “Leave Accrual (Sick)” to clarify eligibility and procedures for accrual of sick leave.
 - (iv) Section E.12.1 – Changes to “Teaching and Advising” to more accurately describe the expectations, evaluation and support for teaching and advising.
 - (v) Section I.6.2 – Changes to “Evening or Saturday Examinations” that expand the options for offering exams at non-standard times to accommodate growing demand for more flexibility in exam times for large multi-section classes.

- d. Changes to the Student Course Survey instrument (Committee on Teaching and Learning):
A revised “unified” Student Course Survey form was approved for use in both resident instruction courses and on-line courses.
2. Appointment of new Vice Provost for Undergraduate Affairs, Summer 2013.

Dr. Kathleen Sherman, Professor of Anthropology and former Chair of the Department of Anthropology was appointed VPUA this summer. Dr. Sherman is a distinguished scholar and teacher and a highly respected member of the faculty and we are excited about her appointment.

3. Faculty Council initiative for 2013-2014 – Taskforce to Examine Student Intellectual Property Policy.

In consultation with Office of General Counsel, the Chair of Faculty Council, Tim Gallagher, has formed a taskforce to examine issues related to electronic submission of theses and dissertations and protection of students’ intellectual property. This was prompted by some specific problems and by issues that have arisen with the electronic submission process that need to be addressed in a systematic manner.

4. Chancellor Martin invited to address Faculty Council at the first meeting of the 2013-2014 academic year.

We are pleased that Chancellor Martin has agreed to speak with the members of Faculty Council at the September 2, 2013 Faculty Council Meeting and we look forward to hearing what he has to say.

5. On-going issues of interest to members of the faculty:
 - a. Recovering and rebuilding the ranks of tenure-track faculty to what is appropriate for a Carnegie I research university.
 - b. Assessing on-line courses and degree programs – trends and issues related to the quality and comparability of learning between on-line and resident instruction.
 - c. Addressing the gender gap in tenure track academic faculty with children – female academics have the highest rate of childlessness compared with all other groups of professional women – the role of family friendly policies in academia and at CSU. References:
<http://www.nytimes.com/roomfordebate/2013/07/08/should-women-delay-motherhood/what-you-need-to-know-if-youre-an-academic-and-want-to-be-a-mom>
http://mobile.slate.com/articles/double_x/doublex/2013/06/female_academics_pay_a_heavy_baby_penalty.html
 - d. Addressing the problem of the rising cost of college and state funding constraints and its effects on accessibility for low-income students.
 - e. Monitoring and evaluating the proposed on-campus stadium plan and its implications for academics.



Student Representative's Report

Colorado State University-Pueblo

Vanessa Emerson

ASG Retreat

This summer we have spent solid time structuring a successful summer retreat for all members of student government this upcoming year. We plan on hosting the retreat in Pueblo to help students decide what campus projects they would like to work on this year. We have dedicated a portion of our retreat to job specific training so they will have all the tools necessary to perform their roles effectively. We will develop this year's major objectives and the unique focuses, while also structuring the best format to implement them. The student representatives will have team building, professional development and effective planning as major areas of concentration during the retreat.

Office Auditing

During the summer, we have spent a great amount of time going through office items and reorganizing our office area. Polos and hoodies have been purchased for new members. We have taken a different approach to the work area and have focused energy into making the office an area where senators feel comfortable spending a great deal of time to develop ideas and to encourage them to commit more time in the ASG office. While organizing items ranging from folders to binders to cabinets of older documents, we have found many resources that we will use this upcoming year.

Faculty Evaluations

This summer I've met with Dean Kreminski the interim Provost regarding faculty evaluations, future Deans Advisory Councils and the effectiveness of certain positions within senate.

New Student Orientation

This year we have separated orientation into four sessions. Within a two month period, we have several orientations that I have to attend and speak to students and engage them in conversation about the upcoming year.

USA Today Readership Program

Once again, ASG is administering the USA Today Readership Program, which provides newspapers (Pueblo Chieftain, Denver Post, New York Times and USA Today) throughout campus. I have been working with the USA Today representative on contract issues, as well as contacting stakeholders on campus for contributions.

Meetings

ASG continues to be the students' voice by attending committee meetings that include the Alumni Board, Strategic Planning, Marketing Committee and Financial Aid Committee.

Policies and Procedures

The ASG Executives are developing, reviewing and revising policies which will proceed through various approval processes, to include the CSU-Pueblo Institutional Fee Policy, Spirit Fund Policy, Spirit Rock Policy and Student Organizational Funding Policy.



Live Online Tour – New Student Portal

- Portal Dashboard
 - Degree Tracking, Account Information & Balance, Student News, E-Mail Access, Current Courses and Previous Courses
- Academic and Learning Center
 - Orientation Resources
 - Advisor Information
- Student Admin and Account
 - Program and Registration Information
- Career Center
 - Career Coach and “Finding a Job”
- Community and Student Life
 - Community Relations
 - Graduation Center
 - Alumni Association
- University Information
 - Academic Catalog
 - CSU – Global Information

The new portal is a “one stop shop” for the entire student experience.



ASCSU Student Body President

Board of Governors August 2013 Report

Student Representative: Nigel Daniels

Colorado State University

Finance:

- ASCSU received approximately \$2.1 million through annual student fees
- 2013-2014 Student Fee Projections:
 - Student Fee Assessment

	Estimated Enrollment:
▪ Full Time – Fall/Spring – On Campus – \$37.80	(24,100)
▪ Part Time – Fall/Spring – On Campus - \$27.50	(900)
▪ Full Time – Summer – On Campus – \$26.46	(2,350)
▪ Part Time – Summer – On Campus - \$19.25	(2,900)
▪ Full Time – Summer – PVM total – \$37.80	(540)

 - Anticipated Total Revenue - \$2,009,878
 - Anticipated Total Expenditures – \$1,988,073
 - Reserve - \$100,000
- The Finance Department has been working proactively to produce a cohesive plan to train all Executive Directors and particular Directors on the University purchasing policies. This plan is being developed with the assistance of Michele Frick, the SLICE accountant and emulates the standard P-Card training required for student organizations to spend funds.
- This summer the Finance department is laying the ground work for the new online Interactive Student Fee:
 - Detailed and simple breakdown of the student fee for student s
 - Make the student fee process easier to understand
 - Offer students a place for involvement in the process as well as to offer feedback

Community and Governmental Affairs:

- Student Loan Interest Rates:
 - On July 1 Congress was scheduled to double the interest rates on subsidized Stafford student loans from 3.4% to 6.8%
 - In Colorado an estimated 154,128 federal student loans barrowers will be affected.
 - Signed the “Don’t Double My Rate” petition in collaboration with other student body presidents across the nation to ensure a collective student voice can be used in lobbying Congress.
 - Unfortunately Congress didn’t respond and the Stafford Loan interest’s rates will double.
- Throughout the summer the major goals for the Governmental Affairs Department is to assist in the planning of the annual Community Welcome Walk on August 28th. As well as partner with the city through ensuring a student representative will attend city council meetings.
- Work with the ASCSU lobbyist, Jenn Penn, to establish clear goals and identify potential challenges students will face in this upcoming year.
- Proactively working to determine best practices for educating and receiving student feedback on important legislative issues that will effect students this next year. Such as issues pertaining to gun control, health care, and many more to name a few.
- Continue working with the local police department and Transfort to ensure ASCSU maintains the late night bus route
 - Ridership statistics from June

Route	Green & Gold					
	June 2013		June 2012		Regular % Change	Senior/Disabled % Change
	Regular	Senior/Disabled	Regular	Senior/Disabled		
Gold-1	579	4	649	0	-10.8%	N/A
Gold-2	670	1	461	0	45.3%	N/A
Green-1	216	0	211	0	2.4%	N/A
Green-2	174	0	264	0	-34.1%	N/A
TOTAL	1,639	5	1,585	0	3.4%	N/A
TOTAL RIDERS	1,644		1,585		3.7%	

Student Services:

- Grill the Buffs
 - Every year ASCSU is responsible for planning the annual Grill the Buffs event. This is an opportunity for CSU Rams to unite and come together to enjoy buffalo burgers before the CSU vs. CU- Buffs game
 - Continue collaboration with athletics and campus activities to ensure that athletics, the band, and cam the ram will be in attendance
 - This summer the student services department is working endlessly to ensure the logistical planning and implantation of the event is planned and successfully carried out
- For-Ever-Green
 - Last year in the ASCSU election, the student body voted the approval of the For-Ever-Green logo



- Working throughout the summer to ensure every first year student gest a For-Ever-green shirt
- Co-Sponsor and collaborate to create the student planner/handbook and the For-Ever-Green book to hand out in the fall

Marketing:

- ASCSU Website
 - Collaborate with the ASCSU Senate to ensure that students are updates on legislative issues taking place at the local, state, and national levels of government to be made available online
 - Implement the Interactive Student Fee and a continuous tracking of the Student Fee Review Boards progress throughout the year
 - Streamline process to get involved to ensure higher student involvement statistics for more representation

RamRide:

- RamRide was a student initiative established to offer students a safe and nonjudgmental ride home on Thurs.-Sat.
- Operation Statistics
 - On average RamRide gives 1,000 patrons rides home per weekend.
 - Thursday ----- 150-300 rides
 - Friday ----- 400-600 rides
 - Saturday----- 400-600 rides

- RamRide is financial sponsored through Associated Students of Colorado State University (ASCSU), CSU's student government, and has administrative oversight through the Off-Campus Life office.
- The RamRide new structure:
 - Program Coordinator, professional staff member
 - Executive Director, student
 - Public Relations Manager, student
 - Marketing Manager, student
 - Administrative Manager, student
 - Volunteer Manager, student
 - Nightly Operations Coordinator (4), students
- This summer the RamRide staff is exploring different dispatch systems to replace the current system of having students facilitate the process. There have been multiple submissions and they are exploring the most efficient, effective, and sustainable option.

Health:

- Positive Impact
 - A program that was initiated to ensure safety at sporting events at the tailgates and in the stadium. This program was created in response to unfortunate events that occurred in relation to alcohol consumption.
 - Last year the ASCSU Director of Health wrote an extensive report and review done of the program to determine the next steps. The recommendation was to discontinue the program due to student volunteer feedback that suggests that their services weren't needed.
 - In response to discontinuing the services, ASCSU will collaborate with the police department to recruit and train student organizations to assist the police department on safety awareness at sporting events.

President's Office:

- Florida Gulf Coast University
 - Hosted the student government from FGCU and provided a networking opportunity for ASCSU student government
 - Conducted an elaborate discussion about the student fee process and the safe ride programs at both institutions with Dr. Mike Ellis and the Executive Director of RamRide, Chelsea Green.
 - Met the student body president Juan Cubillo at the National Campus Leadership Conference in Washington D.C. and was able to host their Vice President, Chief of Staff, Speaker Pro Temp, Chief Justice, Director of Communications, and Director of Outreach.
 - Discussed ground work and format for which they address state funding and tuition with their state legislatures.

Best Regards,

Nigel Daniels, President

Associated Students of Colorado State University

109 Lory Student Center West

8033 Campus Delivery

Fort Collins, CO | 80523

Cell – 970-213-9542 | Office - 970-491-5931 | Fax - 970-491-3509

Section

5

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERISTY SYSTEM CHANCELLOR'S REPORT

Board of Governors of the Colorado State University System
August 2, 2013

1. CSU-System Wide:

South Metro update: we have had discussions with Dean Ajay Menon, President Frank and Provost Miranda about a College of Business role with South Metro.

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

Board Policies: Mike Nosler has been working diligently to update, align and streamline the Board Policies. Mike will review this at the Board meeting.

Venture Capital Fund: 72 proposals were submitted for consideration. The President's reviewed all 72 proposals and recommended 23 for consideration by the entire committee. We will have further information available at the Board meeting which was not yet determined at the time this went to print.

HACU: Hosted Dr. John Moder, Senior VP from Hispanic Association of Colleges and Universities (HACU) July 8-9, and visited each campus. A report on things we might consider implementing to better accommodate this important demographic will be forthcoming. John's visit stimulated considerable internal conversation about the challenges of meeting the needs of Hispanic students and sent the message CSU never stops trying to improve in this regard.

Summer Gathering: The event to discuss collaboration across the entire "system" of higher education in Colorado is scheduled for September 10, 2013 from 8-3:00 at the Denver Metro Chamber of Commerce.

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

2. CSU-Pueblo:

Along with other activities this office has attempted to support Lesley, her team and local volunteers in launching their Capital Campaign.

3. CSU-Global Campus:
We continue to work with CSU-GC to maximize intra system collaboration and assist in adjusting to a dynamic on-line national market.
4. CSU Fort Collins:
Ongoing discussions focus on CSU-FC leadership continuing to expand System services to the Greater Denver area. There has been special emphasis on a CSU presence at a revitalized National Western Center as well as a collaborative educational venture in South Metro.
5. Community Engagement:
some of the highlights of community engagement and outreach since the last board meeting include hosting Anne Warhover from the Colorado Health Foundation on a visit to our Denver and Weld county extension offices to explore collaboration opportunities. Speaking at the Club 20 Leadership program in Grand Junction. Provided the keynote address at the National Agricultural Alumni and Development Association (NAADA) annual conference in Washington and hosted the no name group for a discussion on the Legislature 2013 and expected 2014 Legislative Session.
6. Fundraising:
Along with supporting the CSU-Pueblo Capital Campaign I've devoted some attention to fundraising for our Excellence in Leadership Fund. I also participated in hosting a visit to CSU-Fort Collins by Phil and Penny Knight.
7. CSU System Government Affairs:
Since the end of the legislative session we have been proactively meeting with members of the House and Senate Education Committees, the Governor's Director of Budgets and Lt Governor Garcia to lobby for the CSU System.
8. Denver Footprint: We continue to seek ways to increase our service to and impact on the Denver Metro Area. Both a CSU-FC lead presence at a revitalized National Western Center and a South Metro Collaborative education center are consistent with our land-grant Mission and System Strategic Plan.

Section

6

Presidents' Reports and
Campus Updates

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

I. ACADEMIC EXCELLENCE

A. Over 800 Graduates attend May 2013 CSU-Pueblo Commencement Ceremony

In front of their friends and family, over 800 students received bachelors and masters degrees at the May 2013 commencement ceremony, held at the Colorado State Fair Events Center. Alum, George Goddu, '89, business manager for Ford Racing Performance Group, delivered the commencement address.

B. MS Degree in Engineering with emphases in Mechatronics and Railroad Engineering beginning Fall 2013

CSU-Pueblo is offering a new path to transportation careers through its newest master's degree program through the engineering department. The curriculum combines study in mechanical and electrical engineering and is generating interest from potential students in Mexico. The Department of Engineering also offers a BS in Engineering with Mechatronics Specialization, BS in Industrial Engineering, and MS in Industrial and Systems Engineering. Dr. Sylvester Kalevela is the faculty advisor to the program.

C. Faculty Member Named to Fulbright Specialist Roster

Sociology Professor, Dr. Tim McGettigan, has been named to the Fulbright Specialist Roster for upcoming international Fullbright Specialist projects. The competitive process was developed by the U.S. Department of State's Bureau of Educational and Cultural Affairs and the Council for International Exchange Scholars, and approved by the J. William Fullbright Foreign Scholarship Board of Directors. Select international host institutions, Fullbright Commissions, and the U.S. Embassy Public Affairs Sections use the Roster to identify scholars for future Fullbright Specialist projects.

Dr. McGettigan received a Fullbright award in 2002-2003 to study at the Centre for Social Studies in Warsaw, Poland. He has applied for 2014-2015 Fulbright Scholarship at Mahidol University in Bangkok, Thailand.

D. Summer Transportation Institute Welcomes Secondary School Students

A select group of 24 high-achieving students in grades 6-9 were chosen to participate in the National Summer Transportation Institute held at CSU-Pueblo from June 17-28. The

two-week institute was taught by civil engineering faculty and sponsored by the Colorado Department of Transportation and financed by the Federal Highway Administration.

E. Chemistry Faculty and Students to Conduct Otter Research

Chemistry Professor, Dr. Chad Kinney and students will be teaming up with the University of Montana, Working Dogs for Conservation, a non-profit organization, and the Cardiff University Otter Project to study the possibilities of determining contaminant exposure in otters and minks through analysis of scat. If successful, such research could help create less invasive forms of monitoring the health of aquatic wildlife and river systems. This is the first time the conservation dogs have been used in this type of research.

F. History Department and Library Co-Sponsor Lecture on Mao Tse-tung

Stanford University Professor Emeritus Lyman Van Slyke in April presented “The Thought of Mao Tse-Tung: An Open and Shut Case” at an event co-sponsored by the History Department and the Library. The event also honored deceased faculty member, Dr. Bea Spade, whose collection of Mao related books, artifacts and manuscripts was donated to the Archives by her estate.

G. Chemistry Major Awarded Fellowship to attend Colorado State University Fort Collins

Chemistry major, Janet Yapor recently received a National Science Foundation Alliance for Graduate Education and Professoriate (AGEP) Fellowship through the graduate school at Colorado State University Fort Collins. She recently presented at the American Chemical Society National Meeting in New Orleans, LA.

H. Academic Program Assessment In-Progress

Annual academic program assessment reports were submitted to the Assistant Provost for Assessment & Student Learning in June. Reports were reviewed by groups of faculty. Using a common review template, reviewers evaluated the assessment reports, and provided feedback and recommendations for improvement to each department chair or assessment coordinator. The feedback process is part of an effort to promote peer support of departments in creating and sustaining efficient, effective assessment processes that result in on-going improvement of teaching and learning. Faculty professional development activities will be offered during the upcoming year based on the results of the review process and the needs of the academic departments.

I. General Education Student Learning Outcomes Continues Assessment Process

The student learning outcomes for general education at CSU-Pueblo continue to be assessed each spring based on the following:

- National Survey of Student Engagement
- ETS Proficiency Profile
- Critical Thinking Skills Assessment Test (developed by Virginia Tech in partnership with the National Science Foundation)
- Locally-developed essay and rubric

The General Education Board uses the results of these assessment processes to establish year-long professional development themes. The theme for the 2013-2014 academic year will focus on sustainability. Several faculty professional development events are being planned to provide opportunities for faculty, students, and staff to learn about teaching and learning strategies related to the theme. Prior themes have included *The Year of Critical Thinking* (2010-2011) and *Changing World, Changing Roles: Social Responsibility in the 21st Century* (2011-2012) and *Communication & Learning: Transforming Tomorrow's Ethics & Values* (2012-2013).

II. STUDENT ACCESS AND SUPPORT

A. CSU-Pueblo to Offer Concurrent Enrollment Courses at Community College Tuition Rates

Beginning fall 2013, CSU-Pueblo will match the community college system rate for tuition of concurrent courses, which means students will pay no additional tuition beyond what the secondary schools already cover for each student. Concurrent enrollment is defined as qualified high school students taking courses and attending classes on the CSU-Pueblo campus with undergraduates. The students earn university credit on their transcript after successful completion of the courses. Concurrent enrollment students will pay only 25 percent of current student mandatory fees, which will provide a variety of benefits including admission to athletic events and use of the new Student Recreation Center. Students who drive to campus will need to get a parking permit.

B. Summer Orientation Sessions Increased from One to Four for the 2013 Freshman Class

The 2013 orientation program was restructured this summer to include additional orientation sessions for students and their families to choose from, along with enhanced program opportunities at each session. To date, over 400 first-year students and their

families have attended two of the available four programs. The two-day event informs students about majors, housing, financial aid, campus life, and student activities, and culminates with course registration for those not yet registered for fall 2013.

III. DIVERSITY

A. National HACU Leader Visits Campus

HACU (Hispanic Association of Colleges and Universities) Senior VP and CEO, Dr. John Moder, was joined by Chancellor Martin for a two-day visit to the CSU-Pueblo campus in July. Hosted by President Di Mare, the event included discussion with campus faculty and students, the President's Hispanic Advisory Board, and local Hispanic leaders. Students who have attended prior HACU conferences also shared their experiences with Dr. Moder. HACU is the largest organization for HSI institutions. In 2008, CSU-Pueblo was the recipient of the HACU Outstanding Member Institution award for its commitment to the success of Hispanic students. The institution has been an HSI and member of HACU since 1997.

B. CSU-Pueblo Student to Compete in National Hispanic College Quiz Competition

Sophomore, Mario Ruiz, a pre-business major from Fountain, Colorado, will appear as one of 12 participants in the 2013 Hispanic College Quiz television series that will feature students enrolled in institutions that are members of the Hispanic Association of Colleges and Universities (HACU). He is the only representative of a Colorado institution. Other participants hail from Texas, California, Arizona, New Mexico and Tennessee. The television taping will be in August in Chicago, Ill.

The program features Hispanic undergraduate students answering a series of multiple-choice questions on Latino history. The series will consist of four 30 minute quiz shows that will air across the country during Hispanic Heritage Month, September 15-October 15.

In 2010, five CSU-Pueblo students were selected as one of eight teams to participate in the Know Your Heritage Hispanic College Quiz series hosted by NBC news anchor Zoraida Sambolin.

IV. IMAGE BUILDING

Athletics Program Merits Recognition after Outstanding Season

A. Thunder Wolf Football Player Joins Defending Super Bowl Champion Baltimore Ravens

Offensive lineman, Ryan Jensen, became the first football player since 1984 to be selected in the National Football League Draft, chosen in the sixth round by the Baltimore Ravens. Prior CSU-Pueblo football players have played for the Washington Redskins and San Diego Chargers.

B. Women's Golf Coach and Student Golfer Earn RMAC Awards

Freshman, Leina Kim, from Saipan, was named Rocky Mountain Athletic Conference Golfer of the Year as well as Freshman of the Year. Women's Golf Coach, Greg Dillon, was named RMAC Coach of the Year for the third straight time.

C. T-Wolves Baseball Team Becomes RMAC Champions

The ThunderWolves Baseball team claimed the Pack's first RMAC Tournament title since 2009 and its six tournament championship in school history. CSU-Pueblo finished the regular season with a 28-19 record overall, its most regular season wins since its RMAC Championship season in 2009. The win gave the ThunderWolves a berth in the NCAA Division II Tournament, where they finished in sixth place.

D. ThunderWolves Football Coach John Wristen Speaks at Division I Coaches Event

Division I football coaches heard from CSU-Pueblo Head Football Coach, John Wristen, at the annual Colorado Springs Sports Corp Football Kickoff Luncheon, held in June at the Cheyenne Mountain Resort. Coach Wristen has built one of the top resumes in the history of Colorado college football, with a 42-14 career record and a .750 win percentage, which is the second-best in Colorado college football among coaches with at least five seasons at the same school. Only University of Colorado head coach, Fred Folson, fared better.

V. COMMUNITY OUTREACH

A. President's Gala Sets \$90,000 Fundraising Record

Over 500 attended the President's Gala on May 17 to raise funds for student scholarships through the CSU-Pueblo Foundation. The evening celebrated the 80th anniversary of CSU-Pueblo highlighted by the Pueblo Symphony Orchestra ensemble playing "Rhapsody in Blue" to a video retrospective of the past eight decades of the university. The 2013 event raised over \$90,000, the most ever in Gala history.

President Di Mare presented the President's Medallion Award for Service to the University to longtime biology faculty member, Dr. Jack Seilheimer, who has taught at the university since 1963. The President's Medallion for Service to Education was presented to Patty Erjavec, CSU-Pueblo alum and currently president of Pueblo Community College. Foundation board member, Chris Turner, was recognized as outstanding alum for his numerous efforts in support of the university.

B. Home Depot Foundation Partners with University to Create Veterans Resource Center

More than 100 Home Depot employees volunteered in May to create a new Veterans Resource Center in the Occhiato Student Center, which features a kitchen, study areas and recreation areas, and comfortable surroundings to accommodate the veterans. Home Depot provided \$20,000 in cash to fund the project and Home Depot employees donated an estimated \$20,000 of in-kind labor and design to complete the new center.

C. Student Recreation Center Brings Summer Fun to Kids in Grades 1-5

Three exciting camps for kids are being held this summer on the CSU-Pueblo campus. Adventure Camp is a two-week event for 45 participants and will feature a variety of nature-based play and adventure activities. Outdoor science labs, bike rides, scavenger hunts, and nature art, are some of the events planned for the youngsters.

Multi-Sport Camp is a four-week camp for 86 participants and will feature a variety of sports and games with an emphasis on fun, learning and athletic participation. Basketball, volleyball, soccer, softball games will be played, along with use of the Climbing Wall and the Outdoor Ropes Course.

VI. RESOURCE MANAGEMENT

A. New Provost and Vice-President for Academic Affairs Joins CSU-Pueblo

Dr. Carl Wright began his new role as provost on July 15 and spent some of his first day meeting almost 200 first-year students on campus for orientation and registration. As part of his duties, Dr. Wright will be working with university faculty on analyses of workload and annual performance reviews. He also has a passion for working with underserved populations of students that is consistent with CSU-Pueblo's commitment to diversity.

He earned a Bachelor's degree in Accounting from Virginia State University, a Master of Business Administration from Virginia Commonwealth University, and a Ph.D. in Business Administration from Jackson State University, in Jackson, Mississippi.

B. Strategic Planning Task Force Identifies "Student Success" as its Overarching 2013-2018 Focus

Based on a charge from President Di Mare, the Strategic Planning Task Force has identified measurable goals related to increasing student recruitment, retention, and graduation rates over the next five years as the focus of the next strategic plan. Four key objective areas are being prioritized for planning: Excellent Academics, Affordable Education, Transformational Opportunities, and Supportive Student Life.

The group has considered the CSUS Strategic Plan, upcoming HLC accreditation in 2016-2017, the statewide performance contracts, and the "Access to Success" initiative through the CSU System. The task force will ask campus and community stakeholders for additional input and discussion throughout September and October, with the goal to finalize the plan by December.

C. Library and Academic Resource Building Earns LEED Platinum Designation

The Library and Academic Resources Building (LARC) has received a Leadership in Energy and Environmental Design platinum rating, the highest possible certification from the United States Green Building Council. The LARC was recognized for its innovative use of energy-saving air-conditioning and lighting systems, reduced water consumption, use of recycled materials, construction waste reduction, and sustainable open-space strategies.

The CSU-Pueblo LARC Platinum rating is the first for a building in Pueblo and among the first within the Colorado State University system.

D. Continuing Education Office Changes Location in Colorado Springs

The office of Continuing Education has moved its Colorado Springs offices and classrooms to a highly visible location near Interstate 25 that will enhance the convenience and access of its programs. The new building is a 12-story high rise commercial building off of I-25, exit 138. CSU-Pueblo will occupy the second floor of the 11,000 square foot space featuring six classrooms, administrative offices and a conference room. The site will be used for instruction, student advising and registration, and alumni and university events.

VII. GRANTS and CONTRACTS – RECEIVED ONLY:

College of Education, Engineering, and Professional Studies

Civil Engineering Technology

Sponsor:	Federal Highway Administration
Principal Investigator:	Dr. Sylvester Kalevela
Project Title:	Colorado Summer Transportation Institute-2013
Award Dates:	3/2013 – 10/2013
Amount:	\$ 36,500

Engineering

Sponsor:	University of Colorado (NASA)
Principal Investigator:	Dr. Jude DePalma
Project Title:	Colorado Space Grant Consortium Renewal
Award Dates:	5/19/2013 – 5/18/2014
Amount:	\$ 10,000

Nursing

Sponsor:	DHHS - Health Resources and Services Administration (HRSA)
Principal Investigator:	Dr. Joe Franta
Project Title:	Nurse Faculty Loan Program 2013
Award Dates:	7/1/2013 – 6/30/2014
Amount:	\$ 50,000

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Report Item

College of Science and Mathematics

Biology

Sponsor:	Pueblo Board of Water Works
Principal Investigator:	Dr. Scott Herrmann, Dr. Del Nimmo
Project Title:	Mussel Surveillance 2013
Award Dates:	5/1/13 – 11/31/13
Amount:	\$ 15,000

Library

Sponsor:	National Endowment for the Humanities
Principal Investigator:	Ms. LaNeece Williams, Ms. Beverly Allen, Ms. Julie Fronmueller
Project Title:	Created Equal: America's Civil Rights Struggle
Award Dates:	9/1/13 – 8/31/2016
Amount:	\$ 1,200

Sponsor:	Institute of Museum and Library Services (ILEAD USA)
Principal Investigator:	Ms. Sandy Huddock
Project Title:	Aspire Project
Award Dates:	1/8/13 – 10/23/2013
Amount:	\$ 1,000

University Total Received: **\$ 113,700**



Ensure Student Satisfaction and Success

- The university has successfully launched its new Student Portal that integrates student requested functionality including email, course calendar information, self-service course registration and payment ability, and unofficial transcript access.
- A new program has been initiated that provides industry mentors for Graduate students intended to help facilitate their professional and workplace success.
- CSU-Global has been working to enhance its classroom experience and initiated a pilot to increase instructor interaction. The pilot reflected an increased student retention rate of 87%; CSU-Global has initiated a full-scale roll out of the update.
- Learning outcome achievement for Fall 2012 and Spring 2013 reached 90% at an 85% or higher level. *In Fall 2012, CSU-Global Faculty launched its re-alignment of learning outcomes to course activities to achieve the enhanced results.*
- The university has successfully launched its data warehouse which centralizes CSU-Global's data and reporting so that university personnel have real-time information on student success metrics to further facilitate retention and graduation outcomes.
- New specializations have launched for Bachelor's degree students in Healthcare Informatics, Criminal Forensics, Cyber Security, and Professional Sales; and for Master's degree students in Fraud Management.

Expand Statewide Presence

- New Affiliate relationships have been formed with Wells Fargo, DaVita, State of Texas, Air Methods Corporation, Mapleton Public Schools, and Matrix Design Group.
- Based on Pueblo town leadership requests, due to the Pueblo office closures of two other online institutions, CSU-Global has advertised in the Pueblo area to enroll initially 60 students with over 250 currently in the process of enrollment for the Fall and Winter terms.
- CSU-Global has launched a new initiative to further expand Colorado's advertising and marketing efforts in the rural areas of Colorado.

Transform Colorado's Future

- A new version of the CSU-Global Career Center has been launched which features a streamlined appearance, easier navigation, and video clips that address specific concerns

Board of Governors of the
Colorado State University System
August 2, 2013
Report Item

of CSU-Global’s nontraditional adult students. The Center continues to feature resume and cover letter review by HR professionals, and job search functionality.

- CSU-Global continues to advance its effort in serving underserved student populations:

Population	% 1st Gen	% of Active Students	Retention Fall 2012 to Spring 2013	Number of Graduates as of June 2013
Asian	42%	2%	76%	36
Black or African American	38%	6%	74%	65
Hispanic	48%	11%	85%	163
Native American or Alaska Native	43%	1%	77%	13
Native Hawaiian or Other Pacific Islander	27%	0%	94%	6
Two or more races	28%	2%	83%	31
Military	38%	19%	78%	283
<i>All Students</i>	<i>32%</i>	<i>100%</i>	<i>82%</i>	<i>1,955</i>

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
August 3, 2013

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Record-Setting Year for Private Giving to Colorado State

Fiscal year 2013, which closed July 1, was the best private support year on nearly every front at Colorado State. The University raised a new record of \$112.5 million from private giving, surpassing last year's record-setting total of \$111.6 million. CSU also set a new record for number of donors in a year; FY13 had more than 33,600 donors to the university, far outpacing the previous year's record of 31,690. CSU also set a record for the highest amount of cash and pledges in a single year and for planned gifts. The CSU Alumni Association increased nearly every metric, including increasing membership by more than 15 percent and growing its social media following by 20 percent. Alumni participation rose to nearly 9.3 percent from 7.24 percent just two years ago.

B. CSU Spring Commencement Ceremonies Recognize More Than 4,000 Grads

Spring 2013 college ceremonies and ROTC commissionings at Colorado State University recognized 3,100 undergraduate and 945 graduate students, including 66 doctoral students and 141 DVM students. Seventy-three students were candidates for distinction as summa cum laude, 139 as magna cum laude and 229 as cum laude. Commencement ceremonies, with the exception of the ROTC commissionings, were webcast live.

C. Colorado State University Among the Best for First-Generation Students

In April, "The Best Colleges" featured Colorado State University among the best in the nation for first-generation college students. Recognized as ahead of its peers, Colorado State began offering assistance to first-generation students in 1984 when it created the First Generation Award. "The Best Colleges" ranked accredited colleges based on affordability, tuition, retention rate, and starting salary for graduates. Other institutions featured include Cornell University, Trinity University, Yale University, Texas Tech University and California State -San Marcos.

D. CSU Ranked Among Top 25 Agriculture and Forestry Institutions Worldwide

Colorado State University was ranked No. 24 in the world for "Agriculture & Forestry" by Quacquarelli Symonds, a British firm that ranks learning institutions across the globe.

E. CSU No. 2 Nationally in International Student Barometer Rankings

Colorado State University ranked No. 2 in the United States in international student satisfaction with their educational experience, according to a major world-wide survey of international students released in April. The 2013 rankings, released by International Student Barometer, were based on surveys of international undergraduates, graduate students, and doctoral candidates at 180 universities in 15 countries around the world, including 21 schools in the U.S. More than 160,000 students worldwide participated in the confidential online survey.

F. Colorado State University Announces New Online Pre-Health Study Program

Students interested in applying to a medical, dental, or veterinary science program can now fulfill the necessary prerequisites online through Colorado State University's new Post-Baccalaureate Pre-Health Program. The CSU program offers many of the prerequisite courses consistently recommended prior to admissions to advanced health science degree programs by nursing schools, medical schools, and organizations such as the Association of American Veterinary Medical Colleges. The program is designed for those considering a career in the medical field, career change, or preparation for further academic study. The program is extremely flexible, allowing students to take as many courses as their needs require. All courses are offered online, so students can study on their schedule, without the need to relocate or disrupt their current employment. Admission to the university is not required to take courses in the Post-Baccalaureate Pre-Health Program.

G. CSU Professor Receives National Award for Outstanding Engineering Educators

Thomas H. Bradley, assistant professor of Mechanical Engineering, won in April the Teetor Award from the Society of Automobile Engineers International in recognition of his teaching excellence. Bradley is the director of CSU's government- and industry-funded Vehicle Electrification Education and EcoCAR2 programs. EcoCAR2 is a 15-university competition where students create an environmentally sustainable car. Under Bradley's leadership, CSU is creating the only hydrogen-fuel cell vehicle in the competition.

H. CSU Chemist Garners National Innovation Award for Her Quest for Wound-Healing, Infection-Fighting Agents

Melissa Reynolds, an assistant professor of chemistry, and her startup company Diazamed in May received a 2013 TechConnect National Innovation Award for their research on agents to speed wound healing and the body's acceptance of biologically implanted materials, such as catheters, stents, or surgical meshes. Reynolds' research group is making materials embedded with nitric oxide, a powerful, naturally occurring substance within the body that acts to block infections, prevent clotting and boost healthy cell growth.

I. Colorado State University Researchers Named 2013 Boettcher Investigators

Two Colorado State University researchers on the frontlines of biomedical research with implications for treatment of cancer, autism, and other diseases, as well as new treatment advances for bacterial infections, are 2013 Boettcher Webb-Waring Early Career Research Investigator awardees. The awards were announced May 30. Lucas Argueso, an environmental and radiological health sciences professor, and Brad Borlee microbiology, immunology and pathology professor, each will receive a three-year, \$225,000 grant as part of the Boettcher Foundation's Webb-Waring Biomedical Research Program, which helps recruit, retain, and advance scientific talent in Colorado.

J. CSU Expert in Small-Animal Liver Disease Earns Top Service Award

David Twedt, a professor of Clinical Sciences and small-animal veterinarian who has pioneered minimally invasive techniques for diagnosing liver and digestive disease, received in June the 2013 Distinguished Service Award from the American College of Veterinary Internal Medicine. The decorated professor is known worldwide for discoveries in liver and gastrointestinal disease in dogs and cats.

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

A. CSU Undergraduate Students Showcase Research, Creativity

Colorado State students showcased their work in research and creativity in the Celebrate Undergraduate Research and Creativity (CURC) event April 30. Each year, CSU uses this event to recognize undergraduate students' achievements, as part of an ongoing effort to encourage students to conduct research and creative work to supplement their studies. The CURC Symposium provides an opportunity for these students to share their work with faculty and other students. Faculty and industry experts judge each presentation. More than 500 students presented their research or creative projects to the hundreds of community members, faculty, students and industry leaders who attend the event. The symposium is open to individuals from all disciplines.

B. Colorado State University Students Design, Build Zero-Emission Vehicle

Students on Colorado State University's Vehicle Innovation Team (CSU VIT) designed, tested and assembled a vehicle that could change the future of the automotive industry – and fuel consumption across the planet. The innovative fuel cell hybrid vehicle uses no gasoline and produces zero emissions, and is set to compete head-to-head with other cars from around the nation. The car was taken to the GM Desert Proving Ground in Yuma where it will be tested against the 14 other cars involved in the collegiate competition. CSU VIT has used a 2013 Chevrolet Malibu, donated by General Motors, as the integration platform for their FCPHEV design. Sponsored by General Motors and the United States Department of Energy, EcoCAR 2 requires students to explore a variety of powertrain architectures focusing on electric drive vehicle technology.

C. CSU Team Wins Global Business School Network Video Contest

A team from the Global Social and Sustainable Enterprise MBA program in the Colorado State University College of Business in May won the Global Business School Network's third annual MBA+ Challenge Video Contest. The contest invited business students from around the globe to submit videos showing how they are making a difference in the developing world through volunteer work, school projects, new enterprises or blossoming careers. The winning video, "MamaCarts – Increasing Food Security," was produced by Meghan Coleman, Rachael Miller, Lindsay Saperstone, and Jeannie Whitler, who graduated from the GSSE MBA program in December. MamaCarts is a for-profit food cart micro-franchise that leverages existing supply chains to distribute complete, clean and delicious meals to lower-income urban markets. By purchasing nutritional foods in bulk from local suppliers, the price per meal is reduced. By 2018, MamaCarts will tackle the core causes of malnutrition by annually delivering 1 billion affordable and nutritious meals.

D. CSU's Colorado Natural Heritage Program Partners with Colorado Brewer to Save Blue Hops Butterfly

The Colorado Natural Heritage Program, part of CSU's Warner College of Natural Resources, has partnered with Odell Brewing to help with conservation efforts of Colorado's rare hops blue butterfly (*Celastrina humulus*). In May, Odell Brewing debuted *Celastrina Saison* – a new beer named after the rare hops blue butterfly, which will raise money for rare species conservation research. The blue hops butterfly lives on wild hops and is only found in a handful of places around Colorado. It is one of many rare species that CNHP works to track and conserve as part of Colorado's natural heritage. The CNHP has worked for 30 years to research, document, and conserve rare and native species across the state.

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

A. CSU Scientists Aiding Search for Lost Cities in Central America

Colorado State University professors Christopher Fisher and Stephen Leisz have partnered with an international team of researchers utilizing LiDAR technology to seek ancient settlements and human constructed landscapes in an area long rumored to contain the legendary city of Ciudad Blanca – the mythical "White City" – in Central America. The project is a collaboration of the Global Heritage Foundation (GHF), UTL Productions, the National Center for Airborne Laser Mapping (NCALM), CSU, and the Honduran government. It is outlined in detail in the May 6 edition of *The New Yorker*. Until now, dense tropical forests and relative inaccessibility of the region have hampered systematic archaeological investigation. Fisher, associate professor of archaeology, and Leisz, assistant professor of geography, have successfully worked with airborne LiDAR to help reveal a lost pre-Columbian city in central Mexico. LiDAR (Light Detection and Ranging) is a remote sensing technique used to examine the earth's surface.

B. New Database at CSU Tracks Energy Legislation in all 50 States

Colorado State University's Center for the New Energy Economy in May rolled-out the Advanced Energy Legislation Tracker – a new online database of energy-related state legislation pending in all 50 states, from solar to natural gas and everything in between. This first-of-its-kind database, created in partnership with Advanced Energy Economy, will also enable the Center to conduct analysis of trends in state energy legislation. State legislatures considered more than 2,100 bills this year that could change the way Americans produce, buy and use energy.

C. CSU Team Issues 30th Annual Atlantic Hurricane Season Prediction

The Colorado State University hurricane forecast team is in its 30th year of issuing Atlantic basin seasonal hurricane forecasts. It predicted an above-average 2013 Atlantic basin hurricane season due primarily to unusually warm water in the tropical Atlantic Ocean and an expected lack of an El Niño event. The team calls for 18 named storms during the hurricane season, between June 1 and Nov. 30. Nine of those are expected to become hurricanes and four of those are expected to become major hurricanes (Saffir/Simpson category 3-4-5) with sustained winds of 111 mph or greater. The team's annual predictions are intended to provide a best estimate of hurricane activity during the upcoming season, not an exact measure.

D. CSU Researchers Measuring Methane Emissions from Natural Gas Transmission

Colorado State University's Engines and Energy Conversion Lab is leading a nationwide field study to quantify methane emissions associated with the transmission and storage of natural gas through the nation's interstate natural gas pipeline system and storage facilities. In June, a team led by Bryan Willson, CSU mechanical engineering professor, and researcher Dan Zimmerle began collecting data from potential methane sources in natural gas transmission, including compressor stations and underground storage facilities. This study will provide an independent assessment for the transmission and storage sector that can be linked to other studies to allow an accurate, impartial, peer-reviewed and scientifically published estimate of leakage throughout the entire "well-to-burner tip" supply chain, Willson said.

E. CSU Researchers Study Human-Coyote Conflict in Metro Denver

After an increase in reports of negative encounters with coyotes in metro Denver, scientists from Colorado State University's Warner College of Natural Resources are conducting research to understand how human thoughts and behavior affect coyote conflict in urban areas. The study is being led by researchers from CSU's Department of Human Dimensions of Natural Resources and is part of a comprehensive research initiative that is integrating biological and social science information to help develop more effective strategies for minimizing conflicts between people and coyotes. The researchers have collected online and mail-back surveys from more than 4,000 metro Denver residents since December 2012. Findings from survey efforts are being analyzed and mapped to better understand underlying factors and patterns that may contribute to incidents such as coyote attacks on pets and aggression toward people.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Flint Animal Cancer Center Receives Nearly \$2 Million to Expand Clinical Trials

Colorado State University has raised nearly \$2 million through the generosity of a significant multi-year gift from The Anschutz Foundation and several additional gifts from loyal supporters of the Flint Animal Cancer Center. These gifts bring the center nearly two-thirds of the way to its current goal of \$3 million in support of the Oncology Comparative Clinical Trials Program. The awards were announced in April as part of One Cure, founded at CSU on the principle that cancer is one disease that affects animals and humans and that a cure for both can be found through collaborative research. Among the contributors to One Cure is The Anschutz Foundation, which has been a major contributor to the center over the past several years and has helped expand cancer clinical trials for collaborative research between CSU and the University of Colorado Cancer Center on The Anschutz Medical Campus in Aurora.

B. Computer Science Professor Secures University's First Google Research Award

Jaime Ruiz, assistant professor in the Computer Science Department at Colorado State University, received in April the University's first Google Faculty Research Award to help smartphones get a little bit smarter about interacting with users. The year-long grant, made during the winter 2013 round of funding, will support Ruiz's project "Using Audio Cues to Support Motion Gesture Interaction and Accessibility on Mobile Devices." Google Research Awards support the work of world-class, full-time faculty members at top universities around the world performing cutting-edge research in computer science.

C. Colorado State University Opens 3D Laboratory for Community Use

Senior Research Scientists David Prawel and the Mechanical Engineering Department began a new program in April that assists entrepreneurs and others in the community with 3D printing while training students on this new technology. The Idea-2-Product Laboratory is open to the community so anyone can use 3-D printing equipment. The lab is staffed by engineering students who can provide design and printing expertise. The lab's software and equipment are funded by Autodesk, Lulzbot, Advanced Manufacturing Enterprises, the Mechanical Engineering Department, and by CSU's students through the university's Student Fee Review Board.

E. CSU Engineering Professors Receive Award to Design Green Supercomputers

Engineering Professors Sudeep Pasricha, H. J. Siegel, Tony Maciejewski, and Pat Burns received \$850,000 from the National Science Foundation for research to enable the next generation of green supercomputing. The CSU team includes graduate and undergraduate students. The research team will design novel theoretical foundations, metrics, and mathematical optimization techniques for robust, energy-efficient, and power-constrained resource management in heterogeneous large-scale parallel computing systems. In doing so, the research will attack rising energy consumption, which is one of the biggest challenges facing high-performance computing (HPC) systems today.

F. Colorado State University Professor Obtains \$400,000 NSF Award to Improve Sensor Data Processing, Educate Middle School Students

A Colorado State University computer science professor has received a \$400,000 National Science Foundation Early CAREER award to make computer systems more efficient. Shrideep Pallickara, assistant professor in the Department of Computer Science, will use the grant to explore robust processing of data streams in real time. These data streams are generated by everything from electronic health monitoring devices in hospitals to chemical sensors associated with bioterrorism.

G. ARCADIS Grant to Establish Center at CSU to Support Groundwater Research

Colorado State University and ARCADIS are partnering to establish the ARCADIS-CSU Center for Excellence in Remediation Hydrogeology, which will focus on groundwater restoration research that will have application in mining, the oil and gas industry, and other critical areas. The gift will be used to fund several aspects of the Center for Excellence in Remediation Hydrogeology, including graduate students, technical support, research, and an adjunct faculty position within the college. The gift will also support the annual Steven B. Blake Water Resources Lecture Series.

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

A. CSU's Largest Horse Sale Tops Off Year of Learning for Equine Students

Colorado State University's eighth annual Legends of Ranching Performance Horse Sale in April was the largest in the event's history, with an offering of 79 American Quarter Horses. The sale generated \$295,000 in proceeds. Of the horses sold, half were 2- and 3-year-olds provided by consignors to the CSU Equine Sciences Program last fall and were trained by students majoring in equine science at the university. The arrangement provides a singular learning experience for students in CSU's trademark Equine Sciences Program: The students start the well-bred young horses with faculty guidance in horse-training laboratories that run nearly the full academic year.

B. Water Resources Archive Digitizes More Than 43,000 Water History Documents

More than 100 years of Colorado water history – about 43,000 pages of primary source materials related to water use in the state -- are now freely available online. The Colorado State University Water Resources Archive recently scanned, digitized and posted the items that include reports, images, oral histories and data, thanks to a \$50,000 grant from the Colorado Water Conservation Board. This is the fourth such grant to the archive. The unique project took just under a year to complete and added material from 15 previously undigitized collections and 24 total collections to the archive's online offerings. Patrons can browse documents or find specific items with simple keyword searches on the archive's website, <http://lib.colostate.edu/archives/water/>.

C. CSU Extension Designed App Chosen for 4-H National Science Day Experiment

“4-H Maps & Apps,” designed by Colorado State University Extension, has been chosen as this year’s National Science Experiment for 4-H National Youth Science Day. 4-H Maps & Apps will introduce youth to the importance of geographic information systems (GIS) and geographic positioning systems (GPS) as they design and map their ideal park, use mapping to solve community problems and contribute data to the U.S. Geological Survey National Map. Christy Fitzpatrick and Claire Dixon, regional extension specialists, developed experiment. 4-H National Youth Science Day will be held Oct. 9.

VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT

A. Colorado State University 'Charges' into Crowdfunding Arena

Colorado State University has become the first university in the state to open a web-based crowdfunding platform to potential donors. For the beta test, 10 projects developed by students in the Venture Accelerator program in the CSU College of Business Institute for Entrepreneurship were packaged with videos and detailed project information and posted on the Charge website. This initial 30-day beta test phase of Charge will be followed by the roll-out of additional projects from the College of Engineering’s interdisciplinary School of Biomedical Engineering. The ultimate goal is to be able to roll out the Charge crowdfunding platform to other colleges, departments, and units across campus in the fall.

B. CSU, USDA Create Online Tool to Estimate Greenhouse Gas Reductions through Conservation Agriculture

U.S. Agriculture Secretary Tom Vilsack announced in June the release of COMET-Farm™, a free online tool created by Colorado State University and the USDA’s Natural Resources Conservation Service that will help producers calculate how much carbon their land’s soil and vegetation can remove from the atmosphere. The tool also will help producers calculate and understand how land management decisions impact energy use and greenhouse gas emissions. COMET-Farm™ is applicable to all agricultural lands in the lower 48 states. The tool is available for use at www.comet-farm.com.

C. Cortez Native American Students Attend Math in Action camp at CSU

To ignite Native American students’ interest in math as a tool to solve real-world problems, CSU sponsored eight students from Cortez Middle School to attend a Math in Action in Computer Science educational summer camp in Fort Collins. The camp experience is designed to share hands-on math concepts that students can apply in computer science, with the goal that students will gain an interest in math and science and successfully graduate from high school, while eyeing college educations in math and science. Near the Ute and Navajo Indian reservations, the Cortez Middle School experiences a high dropout rate. It is a feeder school for the Cortez Montezuma High School, which is one of the 10 CSU Alliance schools in Colorado.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Report on Private Support

	June 2013		FY 2013		FY 2012	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$10,529,808	4,516	\$71,423,112	33,998	\$97,537,643	32,259
Irrevocable Planned Gifts	-	-	\$78,270	2	\$353,252	3
Revocable Gifts and Conditional Pledges	\$1,775,000	5	\$25,947,307	117	\$8,241,477	32
Payments to Commitments Prior to Period	(\$220,590)	645	(\$7,833,564)	934	(\$9,990,937)	1,040
Total Philanthropic Support	\$12,084,218	3,929	\$89,615,125	33,478	\$96,141,436	31,574
Private Research	\$1,226,485	24	\$22,857,698	161	\$15,426,615	148
Net Private Support	\$13,310,703	3,952	\$112,472,823	33,614	\$111,568,051	31,690

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

Avenir Foundation Inc.

\$7,000,000 pledge designated as \$5,500,000 to support the *Avenir Museum Renovation and Expansion* and \$1,500,000 to support the *Avenir Museum Director Endowment*, College of Health and Human Sciences

University of Twente

\$3,000,000 gift in kind to support *Electrical and Computer Engineering Opportunity*, College of Engineering

Dr. Norman K. Jorgensen and Mrs. Ann Marie Jorgensen

\$2,000,000 pledge to support the *CSU Stadium*, Department of Athletics

Anonymous Donors

\$1,896,000 designated as \$1,500,000 pledge to support *CVMBS Greatest Need*, College of Veterinary Medicine and Biomedical Sciences, \$221,000 gift of service to support the *VP University Advancement*, \$100,000 gift to support the *Sean “Ranch” Lough Memorial Scholarship*, \$50,000 gift to support the *Tailings and Mine Waste Award Endowment*, College of Engineering, and \$125,000 to support the *Global Leadership Council*, College of Business

The Anschutz Foundation

\$1,500,000 pledge to support *Anschutz Translational Oncology*, College of Veterinary Medicine and Biomedical Sciences

Dr. Ter-Fung Tsao and Ms. Wen-Chi Chiang

\$550,000 gift to support the *Engineering II Building Campaign*, College of Engineering

Mr. Charles A. Laue and Mrs. Jennifer D. Laue

\$500,000 pledge to support the *VTH Renovation*, College of Veterinary Medicine and Biomedical Sciences

Estate of Laura Katherine Krebill

\$400,000 paid bequest to support the *Flint Animal Cancer Center*, College of Veterinary Medicine and Biomedical Sciences

Mrs. Ying Lee

\$399,980 gift designated as \$250,000 to support *Conservation Leadership Through Learning* and \$149,980 to support the *Class of 1973 Forest Rangeland Stewardship Scholarship*, Warner College of Natural Resources

Mr. Clint B. Teegardin and Ms. Martha P. Baxter

\$350,000 revocable commitment designated as \$175,000 to support *Equine Medicine Clinical Services and Research* and \$175,000 to support the *Flint Animal Cancer Center*, College of Veterinary Medicine and Biomedical Sciences

Mr. Philip A. Hewes and Mrs. Christine M. Hewes

\$300,000 revocable commitment to support evenly the *Hewes Family Scholarship* and the *Bob Lawrence Gateway to Law School Scholarship*, College of Liberal Arts

Mr. Desi Rhoden and Mrs. Lisa L. Rhoden

\$250,000 pledge to support the *Engineering II Building Campaign*, College of Engineering

Mr. Howard N. Sharpe and Mrs. Cathy Sharpe

\$250,000 revocable commitment to support *Anka's Best Friend*, College of Veterinary Medicine and Biomedical Sciences

Estate of Retha M. Grieb

\$250,155 paid bequest to support the *Jack and Retha Grieb Memorial Scholarship*, Warner College of Natural Resources

Mr. Kent Warner

\$225,000 revocable commitment to support the *CVMBBS Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences

Sound-Eklin

\$224,600 gift in kind to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine and Biomedical Sciences

Mr. Edward G. Franceschina and Mrs. Karen I. Franceschina

\$200,000 revocable commitment to support the *Flint Animal Cancer Center*, College of Veterinary Medicine and Biomedical Sciences

The Energy Foundation

\$180,000 gift to *Center for New Energy Economy*, SoGES

Mr. William G. Hertneky and Mrs. Theresa L. Hertneky

\$150,000 revocable commitment to support the *Bill and Theresa Hertneky Scholarship Endowment*, College of Agricultural Sciences

Ms. Sue Anschutz Rodgers

\$100,000 gift to support the *Sue Anschutz Rodgers Fellowship in Wildlife Habitat Conservation*, Warner College of Natural Resources

Ms. Gloria G. Campbell-Verwys and Mr. John Verwys

\$100,000 revocable commitment to support the *Bob Lawrence Gateway to Law School Scholarship and Music, Theatre and Dance Enrichment*, Liberal Arts

Dr. Joseph G. Champ and Mrs. Patricia A. Champ

\$100,000 revocable commitment to *Journalism/Tech Communication Department*, Liberal Arts

Colorado Association of Mechanical & Plumbing Contractors

\$100,000 pledge to support *Mechanical Construction Management*, Health and Human Sciences

The Hadley and Marion Stuart Foundation

\$100,000 gift to *Dr. Ross M. Wilkins Limb Preservation Endowment*, Veterinary Medicine and Biomedical Sciences

Mr. David A. Harcharik and Mrs. Angelica F. Harcharik

\$100,000 revocable commitment for *Charismette Canine Cancer Research*, College of Veterinary Medicine and Biomedical Sciences

Mr. Ben R. Houston

\$100,000 pledge for *Animal Sciences Building Renovation and Expansion*, Agricultural Sciences

Mr. Carroll A. Pedigo and Mrs. Carol Jean Pedigo

\$100,000 gift to support the *College of Engineering Military Scholarship*

Mrs. Tomiko Watada Takeda

\$100,000 revocable commitment to support the *Students First Scholarship*, Enrollment and Access

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. CSU Selects Washington State University Administrator as New Engineering Dean

Colorado State University has chosen David McLean, former director of the Transportation Research Center at Washington State University, as its new College of Engineering Dean. A faculty member at WSU for 26 years, McLean has held a number of administrative appointments at the university, including chair of the civil engineering department and associate dean for the college of engineering. McLean assumed the dean's position July 1. Under McLean's leadership at WSU, dual-degree graduate programs with universities in France and China were developed, providing global experiences for the participating students and faculty.

B. Kathleen Sherman Named Vice Provost for Undergraduate Affairs

Kathleen Sherman, former chair of the Department of Anthropology at Colorado State University, has accepted the position of Vice Provost for Undergraduate Affairs at the university. Sherman assumed her new position on July 1. As Vice Provost, Sherman will be a member of CSU President Tony Frank's Cabinet, with responsibility for overseeing all university graduation requirements, as well as course and curriculum matters and undergraduate education resources. Sherman, a cultural anthropologist, has been on the CSU faculty since 1997. She earned her doctorate in Anthropology at the University of Wisconsin-Madison and her law degree at New York University of Law, after her bachelor's at the College of William and Mary.

C. National Academy of Engineering Member Joins CSU Faculty

Bruce Ellingwood, professor of civil engineering and a member of the National Academy of Engineering, has joined the Department of Civil and Environmental Engineering in Colorado State's College of Engineering. Dr. Ellingwood main research and professional interests involve the application of methods of probability and statistics to structural engineering. Within the general field of structural reliability, his research has included structural load modeling, studies of performance of structures, development of safety and serviceability criteria for design, studies of abnormal loads, progressive collapse and the response of structures to fires, and stochastic mechanics. He came to CSU from Georgia Tech where he held the Raymond Allen Jones Chair in Civil Engineering.

D. CSU's Well-Known Veterinary Heart Surgeon Becomes Department Head

A Colorado State University veterinarian who built a premier program in canine heart surgery has been hired as the new head of the Department of Clinical Sciences. Christopher Orton has served as interim department head for the past 18 months; he assumed the post on a permanent basis July 1. Orton will head a department of 140 faculty and staff and 350 students, the great majority of whom are enrolled in CSU's outstanding Professional Veterinary Medicine Program. A leading authority in veterinary cardiovascular surgery, Orton is highly regarded for starting the first veterinary open-heart surgery program in the world. He has built his career at CSU since joining the Clinical Sciences faculty in 1983.

E. Internationally Known Colorado State University Tuberculosis Researcher Receives Scholarship Impact Award

John Belisle, internationally known tuberculosis researcher and Colorado State University professor of Bacteriology, in May received CSU's annual Scholarship Impact Award, one of the highest honors at the university. Belisle is recognized for his research in infectious disease. The Scholarship Impact Award, bestowed by the Office of the Vice President for Research, recognizes outstanding faculty whose scholarship has had a major impact nationally and/or internationally. The award includes \$10,000 to support his research.

F. Colorado State University Names Five-Year CSUPD Veteran as New Chief of Police

Scott Harris, a five-year veteran of the CSU Police Department with 39 years of diverse law enforcement experience, became the CSUPD chief on Aug. 1. Harris, who came to the university in 2008 after serving in law enforcement in Corrales and Albuquerque, New Mexico, has served in a leadership role at CSUPD since his arrival, overseeing patrol and investigative divisions as well as budget and administrative functions.

G. CSU Names Darrell Fontane Distinguished Teaching Scholar

Civil and environmental engineering Professor Darrell Fontane was in May named a University Distinguished Teaching Scholar. Fontane, who joined CSU in 1983, is recognized for his talents and excellence in teaching and mentoring undergraduate students as they conduct research. The title of University Distinguished Teaching Scholar is conferred upon the most outstanding educators at CSU for the duration of their association with the institution. Only 12 people may hold the UDTS title at any one time, exclusive of any retired faculty members.

H. Groundbreaking Scientist, Noted Poet Named Monfort Professors by CSU

Amy Prieto, a chemist developing a battery that could revolutionize the industry, and Dan Beachy-Quick, an English scholar and noted poet, were in May named Colorado State University Monfort Professors – one of the university's top honors. The Monfort Professor Award was established in 2002 through a gift from the Monfort Family Foundation. Prieto and Beachy-Quick will each receive \$75,000 annually for two years to support their research projects and teaching efforts. The awards are in addition to the salary and support the professors currently receive from Colorado State. Prieto, an associate professor in the Department of Chemistry, has received wide acclaim for her research on a powerful, lighter, and cheaper lithium-ion battery that recharges quickly enough to make all-electric cars the go-to green vehicle. Beachy-Quick, associate professor of English, is one of the most respected poets of his generation and a passionate teacher at CSU. He has published five books of poetry and two essay collections.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Colorado State University Awards Honorary Doctorates to Dave and Gail Liniger, Founders of RE/MAX International Inc.

Colorado State University conferred honorary doctoral degrees on Dave and Gail Liniger, founders of RE/MAX International Inc., at the College of Business commencement ceremony May 18 at Moby Arena. The Linigers were honored in recognition of their many contributions to the state of Colorado and countless philanthropic organizations, and for building a global business on a foundation of ingenuity, inspiration and integrity. The Linigers founded RE/MAX in Denver in 1973, changing the way real estate companies were structured by allowing those who work for the company to create wealth previously not possible for agents.

B. Princeton Review Names Colorado State University Among Top Green Colleges

Colorado State is among the nation's greenest colleges listed in the 2013 edition of "The Princeton Review's Guide to 322 Green Colleges." The list, published in April in partnership with the U.S. Green Building Council's Center for Green Schools, is heralded as a one-of-a-kind resource because of its focus on colleges that demonstrate a strong commitment to the environment and sustainability.

C. Colorado State University Earns National Recognition for Social Media Initiatives

Colorado State University's social media team was recognized as one of the best in the nation and honored alongside major corporations, entertainment companies, and nonprofits at the PR News Social Media Icons Awards in New York City. CSU's Social Media Committee received an honorable mention as the Best Social Media Team in the nation and was among the finalists for PR News' top Social Media Icon honor that included teams from Cisco Systems, Raytheon, Devils Arena Entertainment and the United Nations Foundation. CSU and Brown University were the only higher education institutions recognized. PR News is a national organization for public relations and communications professionals.

D. Colorado State University Brings Home Gold Pick Public Relations Award

Colorado State University's Division of External Relations was honored with multiple awards at the Gold Pick Awards presentation in Denver May 9. The Colorado chapter of the Public Relations Society of America recognized the unit's work promoting various campaigns, internal communications, and social media efforts. The statewide competition featured some of the largest public relations firms and campaigns in Colorado vying in specific categories. CSU's team took home a Gold Pick Award, signifying the best work in the industry, for "InFact 2012-2013," a publication that presents university facts and figures while showcasing the university's brand through new design elements, photos, stories and quotes. Colorado State won more awards than any other university or college within the state.

E. Arbor Day Planting to Honor CSU's Recognition as a Tree Campus USA

For the second straight year, Colorado State University was honored by the Arbor Day Foundation and Toyota Motor North America, Inc. as a Tree Campus USA for promoting healthy trees and engaging students and communities in conversation about urban tree care. To celebrate the recognition and in observance of Arbor Day 2013, CSU Facilities Management and the Colorado State Forest Service led a volunteer tree-planting event April 26 on the main campus.


F. Colorado State University's 4-H Program Inducts Two into Hall of Fame

The Colorado 4-H Hall of Fame recently added two new members in June: Mary Kraft of Morgan County and Jerry Sonnenberg of Logan County, both of whom have made significant contributions or accomplishments in their lives that they attribute to their 4-H experience. The Hall of Fame was established in 2011 to recognize outstanding Colorado 4-H alumni.


G. CSU Professor Temple Grandin Earns Top Honor from National 4-H Council

Temple Grandin, the Colorado State University professor world-renowned for using insights gained from autism to design humane livestock-handling systems, was honored by the National 4-H Council with its Distinguished Alumni Medallion during a gala event in New York in April. Grandin, who has autism, often talks about the crucial role of animals in her life. She began riding and showing horses as a girl and was a member of a 4-H club in New Hampshire, where she attended boarding school. Her early experiences with horses provided Grandin with comfort and a sense of accomplishment during a difficult time in her life. Grandin later served as an assistant 4-H leader for beef and lamb projects, a role that sparked her first research in animal handling.




 Colorado State University

<i>University</i>	<i>FY 12 Total Private Support</i>	<i>Rank</i>	<i>FY 11 Total Private Support</i>	<i>Rank</i>	<i>FY 12 Growth over FY 11</i>	<i>Rank</i>
Colorado State University	\$111,568,051	7	\$85,141,267	12	31.0%	1
University of Colorado (4 campus, philanthropy)	\$110,100,000	8	\$102,400,000	7	7.5%	8
University of Colorado System (4 campus philanthropy & medical school private research)	\$221,206,966	1	-	-	-	-
Iowa State	\$60,715,893	16	\$63,290,000	15	-4.1%	12
Kansas State	\$75,372,597	14	\$66,897,000	14	12.7%	5
Michigan State	\$122,883,133	6	\$107,694,000	6	14.1%	4
North Carolina State	\$100,323,833	11	\$94,757,000	10	5.9%	9
Oklahoma State	\$95,229,625	12	\$95,443,000	9	-0.2%	10
Oregon State	\$101,633,511	10	\$82,837,000	13	22.7%	3
Purdue	\$170,448,871	3	\$155,438,000	2	9.7%	6
Texas A&M	\$180,886,344	2	\$184,051,000	1	-1.7%	11
UC-Davis	\$93,977,386	13	\$111,235,000	5	-15.5%	14
Illinois-Urbana-Champaign	\$137,059,055	4	\$126,987,000	3	7.9%	7
Tennessee	\$124,195,584	5	\$100,705,590	8	23.3%	2
Virginia Tech	\$75,119,739	15	\$91,001,000	11	-17.5%	15
Washington State	\$109,765,282	9	\$123,912,307	4	-11.4%	13



Colorado State University

<i>University</i>	<i>FY 12 Number of Alums</i>	<i>Rank</i>	<i>FY 12 Alumni Participation</i>	<i>Rank</i>	<i>FY 11 Alumni Participation</i>	<i>Rank</i>	<i>FY 12 Growth over FY 11</i>	<i>Rank</i>
Colorado State University	185,173	13	8.63%	13	7.47%	15	16%	1
University of Colorado (4 campuses)	371,313	5	7.00%	15	8.00%	14	-13%	15
Iowa State	235,273	8	16.00%	4	15.00%	4	7%	4
Kansas State	164,238	14	19.00%	3	19.00%	3	0%	5
Michigan State	434,406	1	13.00%	8	14.00%	7	-7%	11
North Carolina State	185,398	11	11.00%	12	11.00%	11	0%	6
Oklahoma State	220,193	9	15.00%	5	15.00%	5	0%	7
Oregon State	161,592	15	12.00%	9	12.00%	10	0%	8
Purdue	412,956	2	21.00%	2	19.00%	2	11%	2
Texas A&M	379,969	4	23.00%	1	21.00%	1	10%	3
UC-Davis	185,391	12	8.00%	14	9.00%	13	-11%	14
Illinois-Urbana-Champaign	409,272	3	13.00%	7	13.00%	8	0%	9
Tennessee	251,466	6	11.00%	11	11.00%	12	0%	10
Virginia Tech	204,982	10	14.00%	6	15.00%	6	-7%	12
Washington State	248,082	7	12.00%	10	13.00%	9	-8%	13



Colorado State University

Key Points

- We are making great progress in all areas of private support
 - Number of Donors
 - Dollars Raised
 - Alumni Participation
- CSU is now in the upper half of our peer group in dollars raised
- CSU leads our peer group in growth in all major metrics
- CSU still has significant room to improve in alumni participation, however we are beginning to see solid growth
- FY13 numbers are not available for our peers, but CSU had another record breaking year in FY13
 - Best year ever in total dollars
 - Most donors ever in a year
 - Best year for cash donations and pledges in the history of CSU
 - Best year for alumni participation in over a decade
 - Continued the momentum from the campaign and targeting another record breaking year in FY14 with a goal of \$118M



Section

7

Committee Reports

This section
intentionally left blank

Section

8

Policy Manual

This section
intentionally left blank

Section

8

Consent Agenda

A. Colorado State University System

- Minutes of the June 20-21, 2013 Board of Governors Meeting and Retreat

B. CSU-Fort Collins

- Nondelegable Personnel Actions
- Faculty Manual Changes:
 - Section B – Organization of the University
 - Section C 2.1.9.2 and C.2.1.9.6.a – Standing and Advisory Committees
 - Section C.2.1.9.5.h – Committee on Strategic and Financial Planning
 - Section E.2.1 – Basic Types of Faculty Appointments
 - Section E.10.4.1.2 – Extension of the Probationary Period
 - Section E.12.1 – Teaching and Advising
 - Section E.14 – Performance Reviews
 - Section F.3.2.1 – Leave Accruals (Sick)
 - Section G.1 – Study Privileges
 - Section I.6.2 – Evening or Saturday Examinations
 - Section K – Grievance Panel and Hearing Committee; University Grievance Officer; University Mediators
 - Appendix 3 – Family Medical Leave Policy
- Honorary Degree Policy Modifications
- Program Review Schedule

C. CSU-Pueblo

- Faculty Handbook Changes
 - Section 1.2.3 – General Governance Policies and Procedures
 - Section 2.8 – ADA Accommodations
 - Section 2.92 – Cumulative Performance Review
- Approval of Degree Candidates – Summer
- Program Review Schedule

D. CSU-Global

- Approval of Degree Candidates - Fall 2013 A Term

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING AND RETREAT MINUTES
CSU Pingree Park Campus
June 20-21, 2013**

CALL TO ORDER

Chair Dorothy Horrell called to order the Board of Governors meeting at 8:30 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; William Mosher, Vice Chair; Dennis Flores, Treasurer; Scott Johnson, Secretary; Mark Gustafson; Ed Haselden; Mary Lou Makepeace; Joseph Zimlich; Nigel Daniels, Student Representative, CSU-Fort Collins; Vanessa Emerson, Student Representative, CSU-Pueblo; Carole Makela, Faculty Representative, CSU-Fort Collins; Jerry Purvis, Student Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo.

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

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

Guests: Martin Hanifin, Vice President of Finance and Administration, CSU-Pueblo; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo.

Chair Horrell welcomed the new student representatives: Nigel Daniels, CSU-Fort Collins; Jerry Purvis, CSU-Global Campus; and Vanessa Emerson, CSU-Pueblo, and asked them to introduce themselves. She commented on the value of input by the student and faculty representatives, and the role of the Board to ensure academic success. General Counsel Nosler administered the Oath of Office for the student representatives who responded affirmatively.

PUBLIC COMMENT

Chair Horrell asked for Public Comment, of which none was offered.

EXECUTIVE SESSION

General Counsel Nosler reported there were few changes in the written litigation report since the last meeting and an Executive Session was not held. He explained to the new members the purposes for which the Board could convene in Executive Session.

ACTION ITEMS

New Program Degree, CSU-Fort Collins: Chair Horrell asked Dr. Rick Miranda, CSUS Chief Academic Officer, to present the new program degree of Plan C Master in Computer Information Systems, CSU-Fort Collins. Dr. Miranda explained the new program degree was discussed extensively at the May Academic and Student Affairs Committee meeting and replaces the existing Plan B degree with changes

in curriculum and requirements. Chair Horrell reported the Academic and Student Affairs Committee recommended moving the new degree program forward positively at the appropriate time, contingent on final approval by the Faculty Council which has been given. **Motion/Action:** The motion to approve the new program degree was made, seconded and carried unanimously.

Tuition Schedule and Parking Fees, CSU-Pueblo: President Lesley Di Mare asked Martin Hanifin, Vice President of Finance, CSU-Pueblo, to present the parking fee changes. Mr. Hanifin explained the change from a decal to a hang tag for the annual student and faculty/staff parking permits. The increase in the fees will provide consistency across the campus and generate \$90,000 per year in new revenue. He provided an overview of the student and faculty/staff parking categories. The new parking fees were thoroughly vetted on the campus. President Di Mare commented the changes will make the parking fees more comparable with peer institutions. Governor Emerson indicated that the students were supportive of the increase to be able to park anywhere needed with a better one-focus pass.

Mr. Hanifin explained the 2013-14 tuition rates would not increase and the proposed tuition fee schedule was to approve a \$2/credit increase for resident undergraduates through the State-approved Colorado Opportunity Fund (COF). Mr. Rich Schweigert, CSUS Chief Financial Officer, explained the funding from the state through COF and fees for service. The initial tuition fee schedule was vetted through the Audit and Finance Committee, but not the increase in parking fees. **Motion/Action:** Governor Flores made the motion to approve the increase in parking fees and the tuition schedule for CSU-Pueblo. The motion was seconded and carried unanimously.

CONSENT AGENDA

Chair Horrell reported the Consent Agenda items included the FY 2013-14 and FY 2014-15 Board meeting calendars based on the preferences provided by the Board and a change in the December meeting dates; the committee assignments with the addition of the nonvoting members; the minutes from the various meetings held in May; and approval of the addition of the position of Vice President of Student Services and Enrollment Management at CSU-Pueblo. President Di Mare explained, based on the reorganization that has occurred at CSU-Pueblo, the new position is necessary to provide expertise. **Motion/Action:** Governor Johnson made the motion to approve the Consent Agenda. The motion was seconded and carried unanimously.

Chair Horrell noted the appendix in the Board book contains correspondence received since the last Board meeting and articles on higher education. With no other regular business to conduct, the business meeting was concluded and the Board moved into the retreat at 9:13 a.m.

CHAIR'S REMARKS

Chair Horrell commented on the significance of the work and role of the Board with a focus on the long-term strategic direction and vision, not on the day-to-day operations. The collective goal for the Board is to dispatch the responsibilities effectively and appropriately. The retreat provides an opportunity to examine the current work of the Board and to engage in looking at the future for the CSU System.

Chair Horrell reviewed the retreat agenda that included in-depth discussions with the Chancellor and Presidents on their priorities, highest needs and challenges to ensure alignment and prepare for actions needed in the coming year. She commented on the strong leaders, both at the System level and at the institutions, and noted the transition that has occurred at the System, including streamlining the personnel. The agenda for the second day included a recap of the work completed the first day; Governor Haselden reflecting on his service on the Board; and an opportunity to reflect on how to move from a good board to a great board by examining current practices and ways to be more efficient.

Chair Horrell remarked on the importance of having a productive and enjoyable experience serving on the Board, and the need to develop relationships of trust, transparency and a culture of inquiry. She suggested three lenses through which to consider the discussions: 1) the role and mission of the institutions or System; 2) the perspective of a collective System and how it contributes to the viability and strength of the whole; and 3) from a System perspective, accountability for the citizens of Colorado. Governor Makepeace added that time and energy has been spent to define the System. The framework should be to consider everything from a System perspective while supporting the individual institutions.

CSU SYSTEM

Chancellor Michael Martin distributed handouts on the CSU System strategic plan, mission, vision and values; the Chancellor's position description; CSUS organizational chart; CCHE Master Plan Executive Summary; and the South Metro initiative presentation and business plan. He summarized the role of the System as follows:

1. To support the Board's governance role, both collectively and the members individually;
2. To collectively and individually support the campuses;
3. To provide System-wide services, i.e. legislative relations, auditing, legal, limited financial oversight and bonding authority management;
4. The role of the Chancellor to represent the System collectively in a variety of ways, such as through community forums, and to be visible both locally and nationally;
5. To launch initiatives that relate to and are consistent with the vision, mission and strategic plan of the System; and
6. To be the keeper of the history and policies of System as a whole by managing all records and policies.

Chancellor Martin inquired as to whether the Board was being provided the services necessary to carry out the mission. Governor Makepeace raised the question of when the strategic plan would be revisited and commented on how higher education nationally has focused on STEM (Science, Technology, Engineering, and Mathematics) and decreasingly on Liberal Arts that provide the skills to be strategic thinkers. The Board discussed how students graduate with the technical skills, but lack the creative or critical thinking/leadership/communication skills necessary to succeed; the role corporations have undertaken in providing those skills; curriculum and accreditation requirements; the role of the Board in advocating for change and positioning the System for the future to meet student needs; and incentives for cross-disciplinary experiences.

The Board examined the holistic approach to student education with experiential learning to augment the classroom, such as through study abroad and internships; providing students with data and counseling to pursue a career path leading to employment success after graduation; and the importance of providing access to higher education for low-income students and minorities. Suggestions for ways the System can assist the Board included creating a master calendar; provide executive summaries on information provided; and to sort through the enormous amount of information available by setting up questions with the appropriate background information.

Chancellor Martin reported he would review three items the System is undertaking relative to the strategic plan and within the framework of the duties of his office.

Statewide Summit: Chancellor Martin provided an overview of a September 10th summit conference initiated to work more collaboratively and effectively with other state higher education institutions that will focus not only on access, but also on the lack of student success, with 47 of 100 students admitted not

graduating, and the need to work more closely with K-12 to reduce the need for remedial education. He outlined the members of the planning committee; the moderator and presenters at the conference; and invitees that will include members of both legislative education committees, and presidents and provosts from the state higher education institutions.

Venture Capital Fund: Chancellor Martin explained the purposes of creating the Venture Capital Fund are to expand statewide presence through collaborative partnerships; to create financial sustainability; and to benefit students. He reported 72 proposals have been received with an initial screening to be completed by the Presidents to reduce the number before sending the proposals for Board and external review. The projected timeline to disburse the funds is the beginning of the academic year. No further action by the Board is required at this time. A report will be presented to the Board at the August meeting on the projects funded and the range of interests in all proposals.

South Metro Initiative: Chancellor Martin explained how the System was approached by business and community leaders in South Metro Denver to consider a partnership in creating a campus to serve two of the fastest growing communities in the state through a new higher educational model that would blend programs to meet the local needs and aspirations. He explained how the initiative fits within the System's land grant mission and the strategic plan to expand the statewide presence, and provides an opportunity to leverage all three campuses. The timeline is to begin classwork in January 2014 with a focus on the three program areas of business marketing, nursing and systems engineering. Faculty has been involved in the discussions through a task force.

Chancellor Martin provided projected revenues and expenses, and indicated that action by the Board at the August meeting would be endorsement to move forward with the project and allocation of resources. Chair Horrell commented on anticipating risks and asked for Board input. Governor Haselden commented on the alignment with the strategic plan; the demand in the area; the need to create a vetting process; and capitalizing and leveraging the CSU name.

Governor Gustafson raised the question on how the South Metro Initiative and the National Western Stock Show redevelopment fit with the System vision. Governor Mosher suggested development of a longer term financial strategy for the South Metro Initiative and a Denver strategy to address both opportunities. He also recommended articulation of a strategy for the new hybrid education model and the fit within the System.

Suggestions were made to include the branding implications in developing the Denver strategy and an analysis of the impact on the three campuses. President Di Mare noted the limitations of the IT infrastructure at CSU-Pueblo that would need to be addressed. There was discussion on the difference in strategies for planning for an extension of services and planning for a new campus.

Chair Horrell expressed appreciation for the discussion on next steps and expectations. With no further discussion, the Board adjourned for a break at 10:50 a.m. and reconvened at 11:03 a.m.

CSU-GLOBAL CAMPUS

President Becky Takeda-Tinker reported that CSU-Global Campus (CSU-GC) is on-track for the FY 2014-15 and FY 2015-16 projections that were shared at the May 2013 meeting. She commented on the changing dynamics for online learning. The competitive marketplace will be more fragmented with more players and will likely have an impact on the financial results beginning in FY 2016-17. CSU-GC has an innovative higher education model with 12 starts per year and enhances services by continually testing, analyzing the data, and making improvements.

President Takeda-Tinker posed questions for the Board on the future of CSU-GC in revenue generation vs. reinvestment and ownership, and choices on mission, pricing, degrees offered and external influences that will impact the continuing success of CSU-GC. She reflected on higher education challenges with the expectation that, by 2025, more than 60% of U.S. jobs will require a college education. CSU-GC has a 75% Fall 2012 to Spring 2013 retention rate; has graduated 1,784 students; and there are 8,500 active students as of April 2013. Bachelor's degree graduates score in the ETS top quartile for critical thinking, writing, reading, math, humanities, social sciences, and natural sciences. The current CSU-GC mission is focused on nontraditional students. There is a fixed tuition rate, no student fees, and CSU-GC operates on a 30+% net income model.

President Takeda-Tinker examined CSU-GC opportunities, current responses, and additional options in the areas of public online competition; utilization of excess funds to meet the mission with potential students currently turned away for not having enough federal financial assistance left to complete their degrees or not enough credits to secure financial assistance; and the response to market demand by offering key degrees forecasted by the market. Challenges include providing learning solutions that meet the dynamic market with changing demands of students; readiness to adapt by being flexible and scalable; and a strategic approach to Competency-based Exam credits (CBEs).

President Takeda-Tinker explained the new Higher Learning Commission accreditation requirement for institutional resources to be sufficient to fulfill the mission, improve quality, and respond to future challenges and opportunities. CSU-GC will begin its 10-year re-accreditation in FY 2016. President Takeda-Tinker asked that the Board be cognizant of the new requirement if funds are transferred from CSU-GC.

Referring to the questions on the desired future for CSU-GC, President Takeda-Tinker opined that funds should be used to drive the mission of degree completion and/or used as a support system to create a reserve or "rainy day fund." CSU-GC was launched during the economic downturn. The dynamic market is changing with more players and more savvy consumers. To be competitive, CSU-GC needs to be innovative and continue to serve underserved populations.

Discussion followed on future ownership of CSU-GC; the changing technological landscape; the unpredictability of the market and creation of reserves; the new HLC accreditation requirement; and the statutory changes necessary should the CSU-GC mission be expanded to include freshmen students without 12 credits and the ramifications of such a change. The Board examined how CSU-GC was created to add value to the System; the repayment of the \$12 million investment to create CSU-GC plus \$1.5 million in interest; the impact of the CSU brand; increasing scholarship funding and the student base; the value added to Colorado with the graduates from CSU-GC; and the need to develop policies on appropriate reinvestment or distribution of funds generated by CSU-GC.

Governor Haselden remarked that it was premature to be discussing utilization of any excess cash; consideration should not be given to divesting or spinning off CSU-GC; and it was time to "hit the reset button." When CSU-GC was conceived, the Board recognized an opportunity to generate income for the System, but did not realize the huge impact on higher education and students in Colorado that would occur. Governor Haselden recommended the Board address two issues: (1) does the Board want the System to continue to grow and, if so, how the growth would be financed; and (2) the issues related to the revenue generated and the continued growth of CSU-GC.

Chair Horrell thanked the Board for the opportunity for a full discussion and ask the Chancellor and President Takeda-Tinker to begin outlining a work plan relative to the issues identified. The retreat adjourned for lunch at 12:10 p.m. and reconvened at 1:00 p.m.

CSU-PUEBLO

President Lesley Di Mare began with a quote from a June 2, 2013, *Pueblo Chieftain* editorial that noted “CSU-Pueblo is a university of the future.” She remarked on how CSU-Pueblo (CSU-P) is expanding beyond Pueblo and expressed appreciation for the support received from the community, faculty, staff, students, System and the Board.

President Di Mare explained CSU-P, in addition to focusing on budget issues, has undergone a major academic assessment of every unit. A task force of faculty and staff has been working for the past eight months to develop a plan. The work includes program review; reallocation of resources; review of faculty workload and performance standards; developing online and hybrid courses, and collaboration with CSU-Global Campus; efforts to create an enhanced online RN/BSN program through the South Metro Initiative; and development of an accelerated three-year undergraduate business degree. President Di Mare expressed excitement about the South Metro Initiative and noted the need to ensure the capability of the IT infrastructure.

President Di Mare explained that partnerships for a regional university are typically different from a land grant university. A database is being created on all university partnerships; CSU-P students receive internships or hands-on experience; and CSU-P is collaborating with the Pueblo Economic Development Corporation to help drive the local economy and to create a relationship with the Japanese Trade Organization. A \$25 million capital campaign has been launched and an announcement will be made at the end of August when the campaign moves out of the silent phase. The primary purpose of the capital campaign is to create scholarships.

President Di Mare remarked that students need to feel at home on the campus. Residential life improvements being implemented include the Wolf Creek project, funded by student fees, to add an element of beauty to the campus; the development of a new academic classroom building on the west side of the campus; and renovation of the Occhiato University Center. As part of the capital campaign, there are plans to develop a combined soccer/lacrosse field and locker room.

President Di Mare shared a new scholarship model to provide merit scholarships for every level of students with cost estimates and formulas to provide accountability. The new model was developed by the Marketing Task Force and approved by the university’s leadership team. The new scholarship model will be marketed this year for implementation in FY 2015.

President Di Mare explained that students at Hispanic Serving Institutions (HSI) often have socio-economic challenges and HSIs were originally created as an avenue to bring Hispanics into universities. HSIs must have an enrollment of undergraduate full-time students of at least 25% and CSU-P is currently at 30%. The definition and resources for HSIs have been expanded to include all diverse students.

President Di Mare outlined the CSU-P quality diversity initiatives that provide supplemental support for students and include federal programs, such as TRiO, and initiatives created by CSU-P. Cultural programming on the campus has also been increased. President Di Mare reviewed the quality diversity initiative goals for CSU-P that include creating a full-time Director of Diversity and Inclusiveness position. During 2011-12, 2,416 students were supported through the TRiO and College Assistance Migrant Program (CAMP).

President Di Mare reported retention continues to be a challenge with 57% of the Fall 2012 first-time, full-time freshmen returning; the current rate of 61% will be examined at the Fall 2013 census; and these retention rates are similar to other regional schools. Of the 2005 cohort, 31% graduated within six years and efforts will be made to improve the graduation rate.

President Di Mare reported 50% of CSU-P students are Pell eligible. With reductions in government-supported institutional aids, new resources will need to be developed. President Di Mare commented 15% of CSU-P students default on their loans within three years. She reviewed Colorado HSI feeder institution default rates and raised the question of how to deal with those students who bring with them loan debt. Colorado, at 17%, ranks fifth highest in the country on default rates. Sanctions that can be imposed on institutions that reach a 15% default rate by 2014 include financial aid for new incoming freshmen cannot be disbursed for 30 days, which can have an impact on enrollment. CSU-P is implementing a default prevention and management plan with more counselors.

President Di Mare reported 49% of the Fall 2012 first-time, full-time freshmen at CSU-P required developmental instruction. Information on feeder institution remediation rates was provided. TRiO and CAMP funding has been cut by \$100,000. Data indicates that, with these programs, students are more likely to succeed. President Di Mare outlined costs for institutionalizing first-year programs, RAGE and PROPEL. She raised the issues of how to better brand CSU-P as an HSI; funding to institutionalize RAGE and PROPEL, and to support TRiO and CAMP; and how to address the continuing academic and financial challenges of students in Colorado.

When asked about aspirations, President Di Mare responded to develop the institution to stand out at a higher level as an HSI; more scholarships; graduate students at a faster rate; grow international enrollment; grow and elevate the Liberal Arts since many regional comprehensive universities do not have programs such as art, music and theater; and grow athletics as long as the sports programs remain revenue neutral. Governor Emerson noted the representation of all campus groups in recruitment that contributes to the school in terms of diversity. Governor Flores remarked on the need for additional resources. Governor Zizza pointed out all the changes and improvements that have occurred under President Di Mare's leadership and CSU-P is positioned to plan for the future.

Dr. Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo, reported CSU-P is developing a five-year strategic plan with faculty, staff and students leading the effort. President Di Mare explained the plan is focused on recruitment, retention, and graduation, and has goals, benchmarks, and measurable outcomes. She reported the plan will be shared with the Board and inquired on the timing of presentation of the campus strategic plans. Chair Horrell indicated that Chancellor Martin would work with the Presidents to determine the timing for the campus strategic plans.

When asked about the South Metro Initiative, President Di Mare explained CSU-P has the online courses for the nursing program and CSU-Global Campus is available to assist with the online classes if needed. Chancellor Martin explained the 2+2 relationship with Arapahoe Community College and arrangements that can be made for a physical presence and adjunct faculty. President Di Mare commented the new nursing program is being evaluated to ensure HLC accreditation criteria are met and clinical sites would be established in the area. The direction of the program can probably be from the CSU-P campus and costs are being evaluated.

Governor Johnson inquired on developing new and different student support programs. Chancellor Martin commented on the success of work-study programs that create campus involvement and ownership in degrees with a better payout than just financial aid. President Di Mare indicated \$15 million of the capital campaign would be directed towards scholarships and donors would be provided options, including funding for student support programs.

When asked about identifying distinctive programs, President Di Mare responded art, music, mass communications, engineering and nursing. There are several programs that other institutions do not have that can grow. Dr. Miranda expressed appreciation for the focus on the academic program review and faculty workload analysis. He commented that aligning faculty energies with the right curriculum lays a

strong foundation and increases quality for the institution, and CSU-P is at the right stage to move forward. Chair Horrell commended President Di Mare and her leadership team for the progress made during the past 1½ years.

CSU-FORT COLLINS

President Tony Frank explained his report would be focused on the CSU 2020 overview and model; American Association of Universities (AAU) status; major areas of strength as an institution; and updates on projects.

CSU 2020: President Frank explained the significance of 2020 was the date provided a longer term view and CSU will be 150 years old. CSU 2020 is essentially a model with integrated spreadsheets that take any number of variables, such as enrollment, tuition, state funding, non-traditional revenues and expenses, to run scenarios. President Frank commented on the contraction and/or realignment in the current higher education marketplace and reviewed desired attributes for the university in 2020.

President Frank explained comparability with the current peer AAU land grant members with a focus on the fundamentals of the educational experience, affordability, the infrastructure including the physical campus, research, and student success. He reviewed examples of the 2020 model with variations in funding, growth, and tuition, and noted the biggest threat to higher education across the country is declining state support. President Frank recounted the stress test model shared at the Board retreat in February that was run on the worst case scenarios. CSU can survive in a reasonable state of strength if the state defunds, but needs to begin expanding now. Approaches to resource management include containing expenses, enrollment and tuition, and nontraditional revenues including strategic partnerships.

President Frank explained the CSU 2020 model is a tool for long-term planning that can be utilized as part of the annual budget process and in other ways such as finance plans for bonds; provides a model for control and flexibility; and allows a theoretical approach to the future of Colorado public higher education. The 2020 model was presented to ensure alignment with the Board and not for approval of any specific scenario.

President Frank answered questions on the percentage of the state higher education funding allocated to CSU and the capability to pick up additional students. He commented on the positive value proposition of Colorado, Fort Collins and CSU. Dr. Miranda added that the high quality of academic programs is a key factor in attracting students; CSU has unique programs not offered at CU; and part of the strategy is to continue to enhance and develop new programs.

Board members commended the flexibility of the model. Governor Zimlich commented on the impact on the debt rating with growth and noted the Board will have to continue to address this issue. President Frank remarked on financial scenarios run to stress test impact on ratings with potential longer term and political implications. The physical changes on the campus over the past ten years have been a good investment that has increased the debt. With more debt, there will be a need to find a balance and there will be pressure on making decisions for new projects.

Governor Haselden commented on the how the CSU 2020 model contains the potential to yield positive surplus capital. Since the System does not have a mechanism to generate funding, he counseled to look at opportunities from a broader perspective. President Frank remarked on containing expenses through shared centralized services or shared programs, and the potential to share with the System or with other state institutions. Chair Horrell remarked on the strong alignment of the Board with the CSU 2020 model.

The Board recessed for a break at 2:50 p.m. and reconvened at 3:01 p.m.

AAU: President Frank commented on how the AAU symbolizes a marker for excellence; provides an external benchmark; and AAU status could be helpful in recruiting faculty. He listed an AAU peer group; provided a comparison between CSU and the 25th percentile of the peers; and outlined 2020 stretch goals. President Frank concluded that membership in the AAU is a stretch, but not out of reach, and the AAU could provide external benchmarks and validation.

Chancellor Martin explained that the AAU currently has 62 members with 17 land grant institutions and the group is self-perpetuating with members voting on new membership. There would be costs to pursue membership, including decisions on investments, national academy scholars, and incentives. When asked what President Frank was seeking from the Board, he responded general alignment and support for aspirational long-term markers for the strategic plan.

Branding and Reputation: President Frank reported the next segment would focus on the big picture within the research mission in the areas of food, including the National Western Stock Show redevelopment; water; energy; environment; and medicine/biomedical.

Food: President Frank recounted the land grant heritage of CSU and the challenge to meet the global demand to feed nine billion people. He described investments made in the College of Agricultural Science and efforts to integrate other disciplines.

President Frank described the historical partnership with the National Western Stock Show (NWSS) and the opportunities with the redevelopment of the site for a National Western Complex (NWC). CSU's efforts, through partnerships, would focus on a year-round equine sports medicine and rehabilitation clinic, and a food immersion center. The business model remains to be determined. A feasibility study will be completed this fall and a draft MOU is being circulated.

Governor Mosher commented on the end of the NWSS as it currently exists; the emphasis to reinvest with new facilities and rebranding with 365-day programs; the investment to be made by the City of Denver; the view that CSU as the state's land grant institution is the cornerstone for the redevelopment; and the potential to leverage the CSU brand. Governor Gustafson remarked on sustainability as a big factor and the NWC presents a unique opportunity for CSU. The project is in the preliminary stages with the concepts and footprint being developed.

Water: President Frank reflected on CSU's history of work in the field of water, particularly agricultural water, and noted the institution's strongest international reputation is in water with top-of-mind awareness. He commented on the work of the Colorado Water Institute and the CSU Water Center/Water Initiative.

Energy: President Frank commented on the success of the Center for New Energy Economy and Cenergy, a technology transfer organization. A new Powerhouse Energy Institute is being built and the Warner College of Natural Resources is developing a partnership for a new addition to the college.

Environment: President Frank reported one of the key areas is the School of Global Environment Sustainability and the Board will have an opportunity at the October or December meeting to hear from Dr. Diana Wall, a recent recipient of the Tyler Prize for Environmental Achievement. Other areas of environmental work include a new department of Ecosystem Science; a strong graduate degree program in ecology; and a large scale cross-disciplinary Center for Multiscale Modeling of Atmospheric Processes.

Medicine: President Frank reported a Medical Center is being explored and commented on the research being conducted on cancer and infectious diseases. He outlined the potential options and the possible

opportunity to relocate the Hartshorn Clinic that would enable expanding the CSU's iconic green space. The new medical center could provide improved health care services for students and staff.

International Reputation: President Frank reported the INTO program was initiated as part of the international recruitment strategy. The CSU internationalization program is focused on strategic partnerships that provide opportunities for joint research, and faculty and student exchanges. The Todos Santos project falls under the category of strategic partnerships in Mexico. President Frank explained how the Todos Santos project aligns with the role and mission of CSU, and provides opportunities for off-campus service learning. He reviewed the business model, funding and timeline.

General Counsel Nosler explained the land will be donated by the developer to a foundation established in Mexico by the CSU Research Foundation. The Mexican entity to be established by CSURF and the developer will be co-settlers of the trust. A more detailed and definitive agreement in the form of the trust agreement will be negotiated by the parties.

When asked if the project should be reviewed by the Real Estate or Finance Committee, President Frank responded that this issue was discussed with Chancellor Martin and General Counsel. The business plan has been circulated to the Board Chair and Vice Chair. Generally the Board is not asked about receipt of donations; the financing model is under \$1 million and not out of reserves, and thereby is under the delegation of authority to the President; and the intent is to keep the Board informed on the project.

General Counsel Nosler concurred on the process for the program that was initiated out of the campus and meets with the campus goals. The Board discussed risks and completion guarantees, and concurred that President Frank had the autonomy to make the decision. Chancellor Martin noted President Frank and his leadership team are doing the due diligence, and will maximize returns and minimize risks.

National Reputation: President Frank commented on how the presence of an athletic program is an important part of how some people choose a college experience and remarked on the role of athletics. Without knowing the future of college athletics, CSU has tried to design an athletic program and the proposed new stadium in a manner that makes sense. The program needs to run clean; be competitive and cost effective; and expand the CSU brand.

President Frank explained the basis for a one-time athletics investment, primarily in staff with business capabilities, with the intent to drive revenue growth. The Mountain West Conference (MWC) has been stabilized during the past year. New television arrangements will improve visibility and television revenue. President Frank provided an overview of the athletic budget with comparisons to the MWC, and an athletics budget summary with revenues and expenses for the FY 2013 budget, FY 2013 actual and proposed FY 2014.

President Frank provided an update on the stadium fundraising that is in the quiet phase, projected costs, and revenue generation. A report will be presented to the Board at the October 2013 meeting. A larger meeting room will be reserved and time for a public report by President Frank will be added to the agenda before the public comment. President Frank reviewed the timelines for the project.

President Frank concluded his presentation by remarking on the heritage of the university. He noted that as long as CSU stays true to the mission of affordable access to excellence for Colorado, CSU will continue to be a viable higher education institution for Colorado.

Chair Horrell reviewed the evening's events and the schedule for the following day. The retreat was adjourned for the day at 5:14 p.m.

Chair Horrell reconvened the Board retreat at 8:30 a.m. on June 21st and reviewed the agenda. She reported General Counsel Nosler has been updating the Board policy manual that he will send electronically to the Board with assignments of sections for review by the various committees. The policies will then be brought to the Board for discussion and adoption at the August meeting.

Chair Horrell recapped the work completed the previous day for the System and the individual campuses as follows:

- **CSU System:** Reports were made on the Venture Capital Fund and the South Metro Initiative. Suggestions were made to develop a Metro Denver strategy to include the National Western Complex and the South Metro Initiative; a calendar of System and campus events, possibly online; and an annual work plan, including timing for presentation of campus strategic plans and an update on the System strategic plan. Chancellor Martin and the Presidents were charged with developing the timelines.
- **CSU-Global Campus:** A report was presented with discussion on the long-term plan with the suggestion made for a “reset.” Decision items included a potential statutory change; variable tuition; use of scholarships; types of degrees offered; and the name.
- **CSU-Pueblo:** A presentation was made that included planning for IT needs for the RN/BSN degree for the South Metro Initiative; resources and strategies to increase and support recruitment, retention and graduation; maximizing HSI designation; and approval of the campus strategic plan.
- **CSU:** Key elements of the presentation included the CSU 2020 model; AAU aspirations to assess stretch goals; project and program updates with support of the Board; and an update on the stadium with a public report to be made at the October meeting.

Chair Horrell remarked that Governor Haselden will have served the longest term on the Board with nine years when he completes his service in December 2013. She noted he has been an invaluable member and the Board could benefit from his insights. Chair Horrell asked Governor Haselden to share his observations and recommendations.

Governor Haselden explained that a change in statute resulted in his service on the Board being nine years. He reflected on the accomplishments of the Board; lessons learned; and opportunities and advice for future. Governor Haselden expressed his appreciation for the opportunity to serve and his commitment to remain involved in the South Metro project. The Board thanked Governor Haselden for his service. Governor Makepeace suggested a Governor Emeritus structure to keep past members engaged. Chair Horrell thanked Governor Haselden for his insights and indicated his comments would be distributed to the Board.

The Board recessed for a break at 9:52 a.m. and reconvened at 10:04 a.m.

Chair Horrell asked the Board members to share (1) why they agreed to serve on the Board and (2) their priorities for the Board’s work. Following their comments, the Board and staff were given time to write and post their comments on what the Board should start doing, stop doing, and keep doing to address the challenge of being a high functioning board with best practices. Chair Horrell reviewed the responses and indicated the responses would be compiled.

BOARD MEETING/RETREAT EVALUATION

Chair Horrell explained that the decision was made to not have a facilitator given the work outlined for the retreat. Governors Zimlich and Haselden were asked to address the question of why the Board has two retreats a year. The suggestion was made to have February be a regular meeting with time allotted, if necessary, to delve more deeply into a specific issue. Other suggestions were to not have three in-depth campus reports and to have speakers with space allotted for discussion at the February meeting to grow the Board's capabilities. Chancellor Martin explained he was meeting individually with Board members who have specific interests to create pockets of expertise.

When the Presidents were asked for input, President Frank responded the biggest challenge is taking complicated topics in context with a briefing to help the Board understand and discharge their duties. The retreat format provided an opportunity to collectively get more in-depth on bigger picture topics. President Takeda-Tinker added the June retreat was a good opportunity for strategic planning and February could be a good opportunity for Board education.

Chair Horrell reviewed the general meeting structure to have an informal social dinner on Wednesday evening and a formal Board dinner on Thursday night, generally to either develop social relationships between the Board and Presidents or to interact with the community or specific constituent groups. Breakfast meetings with faculty or students provide another opportunity for interaction and to be visible. Chair Horrell asked the Presidents to begin thinking about the constituent groups and opportunities. She noted one function of Board is to be an ambassador and encouraged members to be familiar with programs or broader issues to be able to share with the community should an opportunity be provided.

Chair Horrell reminded the Board that the next meeting will be August 1-2 in Pueblo and an informal dinner will be planned for Wednesday evening. She thanked Chancellor Martin and the Presidents for their work to make the retreat productive, and the support staff for their efforts. Chair Horrell acknowledged the Board for their time, energy and thoughtfulness. She asked President Frank to thank the Pingree staff on the Board's behalf. Governor Makepeace thanked Chair Horrell for her leadership.

With no further business to conduct, the retreat adjourned at 11:18 a.m.

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
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 2, 2013
Consent Item

	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Webber, Stephanie	CEMML	04/16/2013	7/1/2013	12/Spec	LWOP/FMLA
2	Lowrey, Robert C Jr	Student Legal Services	4/1/2013	4/23/2013	12/Reg	LWOP/Departmental
3	Orswell, Forrest M	Student Legal Services	4/12/2013	4/15/2013	12/Reg	LWOP/Departmental
4	Lewis, Thresa L	CEMML	4/15/2013	5/1/2013	12/Spec	LWOP/FMLA
5	Haynes, Carrie A	University Counseling Center	3/6/2013	3/28/2013	12/Reg	LWOP/Personal
6	Panjabi, Susan Spackman	Colorado Natural Heritage Program	4/1/2013	4/30/2013	12/Spec	LWOP/Personal
7	Farmer, James F	Library	3/31/2013	3/31/2013	12/Reg	LWOP/Personal
8	Yan, Ruoh-Nan	Design and Merchandising	4/16/2013	4/30/2013	9/Reg	LWOP/FMLA
9	Curl, Kelly Anne	Horticulture & Landscape Architecture	3/9/2013	3/17/2013	9/Reg	LWOP/FMLA
7	Brunk, Galen R	Bioagricultural Science and Pest Mgmt	4/4/2013	4/30/2013	12/Spec	LWOP/FMLA
8	Wallner, Barbara	Horticulture & Landscape Architecture	5/1/2013	8/31/2013	12/Spec	LWOP/Departmental
9	Zhou, Yongli	Library	4/15/2013	7/18/2013	12/Reg	LWOP/Personal
10	Zucosky, Jillian	Student Financial Services	4/11/2013	4/30/2013	12/Reg	LWOP/FMLA
11	Flanigan, Kelly	Infectious Disease Research Center	4/22/2013	4/25/2013	12/Reg	LWOP/Illness
12	Ruampant, Tanida	Alumni Relations	5/1/2013	5/30/2013	12/Reg	LWOP/FMLA
13	Zucosky, Jillian	Student Financial Services	5/1/2013	6/12/2013	12/Reg	LWOP/FMLA
14	Morrison, Brenda	Vice President for Engagement	5/1/2013	10/31/2013	12/Reg	LWOP/Departmental
15	Bone Moron, Eduardo	Human Dimensions of Natural Resources	5/22/2013	5/23/2013	12/Spec	LWOP/Personal
16	Lowrey, Robert C Jr	Student Legal Services	5/28/2013	5/31/2013	12/Reg	LWOP/Departmental
17	Orswell, Forrest M	Student Legal Services	5/6/2013	5/20/2013	12/Reg	LWOP/Departmental
18	Jones, Aimee Marie	International Programs	5/2/2013	5/24/2013	12/Reg	LWOP/FMLA
19	Allen, Marie	Hartshorn Health Services	5/14/2013	5/31/2013	12/Reg	LWOP/FMLA
20	Rambo-Hernandez, Karen	School of Education	5/14/2013	99/99/99	12/Reg	LWOP/FMLA
21	Lowrey, Robert C Jr	Student Legal Services	6/3/2013	6/9/2013	12/Reg	LWOP/Departmental
22	Ellis, Bret M	Health & Exercise Science	3/26/2013	3/28/2013	12/Reg	LWOP/Personal
23	Ruell, Emily Walsh	Biology	4/5/2013	99/99/99	12/Spec	LWOP/FMLA
24	Vesty, Jill C	Hartshorn Health Services	5/15/2013	5/31/2013	12/Reg	LWOP/Departmental
25	Hill, Mary H	Hartshorn Health Services	5/29/2013	5/31/2013	12/Reg	LWOP/Departmental
26	Narby, Samuel Thomas	University Counseling Center	4/4/2013	4/5/2013	12/Spec	LWOP/Personal
27	Yan, Ruoh-Nan	Design and Merchandising	5/1/2013	5/9/2013	9/Reg	LWOP/FMLA
28	Haynes, Carrie A	University Counseling Center	4/29/2013	6/30/2013	12/Reg	LWOP/FMLA
29	Brown, Kristen	CVMBS Finance and Strategic Services	5/15/2013	6/5/2013	12/Spec	LWOP/FMLA
30	Harness, Susan D	Psychology	6/1/2013	7/31/2013	12/Spec	LWOP/Personal
31	Lewis, Thresa L	CEMML	5/1/2013	6/30/2013	12/Spec	LWOP/FMLA
32	Williams, Patricia	CEMML	5/16/2013	99/99/99	12/Spec	LWOP/Special
33	Dorr, Mark R	English	3/16/2013	8/15/2013	9/Spec	LWOP/Personal
34	Tate, Cynthia	Occupational Therapy	6/1/2013	7/31/2013	12/Spec	LWOP/Personal
35	Jennings, Miranda	International Programs	5/29/2013	6/28/2013	12/Reg	LWOP/Maternity-Paternity
36	Elwyn, Laurie	Hartshorn Health Services	5/30/2013	5/30/2013	12/Reg	LWOP/Personal
37	Bontadelli, Johnna	Hartshorn Health Services	6/1/2013	6/28/2013	12/Reg	LWOP/Departmental
38	Hill, Mary H	Hartshorn Health Services	6/3/2013	7/31/2013	12/Reg	LWOP/Departmental
39	Lowrey, Robert C Jr	Student Legal Services	6/14/2013	6/17/2013	12/Reg	LWOP/Departmental
40	Orswell, Forrest M	Student Legal Services	6/6/2013	6/24/2013	12/Reg	LWOP/Departmental

Nondelegable Personnel Actions

Board of Governors of the
 Colorado State University System
 Meeting Date: August 2, 2013
 Consent Item

41	Barrett, Linn D	Coop Inst for Research in the Atmosphere	11/15/2012	11/21/2013	12/Spec	LWOP/Personal
42	Wormley, Lisa Andrea	Admissions	5/16/2013	5/16/2013	12/Reg	LWOP/Personal
43	Wormley, Lisa Andrea	Admissions	6/24/2013	6/24/2013	12/Reg	LWOP/Personal
44	Brennan-Pierce, Ellen	College of Engineering	5/31/2013	8/19/2013	12/Reg	LWOP/Maternity-Paternity
45	Linn, Sophia	Ecosystem Science and Sustainability	7/1/2013	9/30/2013	12/Spec	LWOP/Departmental
46	Flanigan, Kelly	Infectious Disease Research Center	6/12/2013	6/14/2013	12/Reg	LWOP/Illness
47	Russo, Andrea	Registrar	6/6/2013	6/21/2013	12/Reg	LWOP/Personal
48	Paguyo, Christina	College of Engineering	7/1/2013	8/2/2013	12/Reg	LWOP/Educational

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section B – Organization of the University

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section B – Organization of the University

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 B – Organization of the University are requested because citing the Colorado Revised Statute is sufficient in these sections of the Manual.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

SECTION B. ORGANIZATION OF THE UNIVERSITY

B.1 The Governing Board: The Board of Governors of the Colorado State University System - No Changes

B.1.1 Membership and Term of Office

Membership and term of office for the Board is ~~prescribed~~ stated in Section 23-30-101 of the Colorado Revised Statutes, ~~which are quoted in part as:~~

~~“It shall consist of a total of thirteen members. Four of the offices shall be advisory, without the right to vote. One shall be filled by an elected officer of the student body who is a full-time junior or senior student at Colorado state university, one by an elected officer of the faculty council of Colorado state university having the rank of associate professor or higher, one by an elected officer of the student body who is a full-time junior or senior student at the Colorado state university—Pueblo, and one by an elected officer of the faculty council of the Colorado state university—Pueblo having the rank of associate professor or higher. The four advisory members shall be elected by their respective governing bodies from their membership. The terms of these advisory offices shall be for one (1) academic year. Commencing with appointments made in 1974 and subsequent years, the remaining nine members, at least one of whom shall be a graduate of the Colorado state university system and at least two of whom shall have some connection with agriculture, shall be appointed by the governor, with the consent of the senate, for basic terms of four years, although interim appointments may be made for lesser periods so that at least two of the nine terms will expire in each calendar year. . . . Members appointed on or after January 1, 2007 shall serve terms of up to four years, expiring on December 31 of the third calendar year following the calendar year in which the member is appointed. For terms ending on or after December 31, 2006, the governor shall appoint a succeeding member on or before March 1 immediately following the expiration of the term. No person, elected under this section, shall serve on the board for more than two terms, regardless of the length of the terms: except that a member of the board, whether elected or appointed, shall continue to serve until a successor is elected or appointed and confirmed by the senate. Of the nine members appointed by the~~

~~governor, no more than five members shall be from the same political party.”~~

B.1.2 Vacancies and Compensation

Both the filling of vacancies in the Board membership and the provision for service by members without compensation are ~~covered~~ set forth in Section 23-30-103 of the Colorado Revised Statutes, ~~of 2002~~. This section provides:

~~“Any vacancy in the office of any member of said board appointed by the governor caused by death, resignation, or removal from the state may be filled by a majority of the voting members. Any vacancy in the elected office on the board shall be filled by reelection for the unexpired term. The members of the board shall receive no compensation for their services but may be allowed actual traveling expenses upon presenting an itemized bill for the same.”~~

B.1.3 Meetings of the Board

B.1.3.1 Scheduling of Board Meetings

The provisions for scheduling Board Meetings are stated in Section 23-30-104 of the Colorado Revised Statutes. ~~of 2002 contains the following provisions:~~

~~“The board shall meet at the Colorado state university twice annually and may meet at other times and places at the call of the president who has the power in case of emergency to call special meetings of the board. Upon the written request of any three members of the board, it is the duty of the president of the board to call a special meeting thereof at such time and place as shall be designated in the written request therefor. A quorum of the board shall be a majority of voting members of the board.”~~

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
University Code, Section C.2.1.9.2 – The Standing Committees and Advisory
Committees Named and C.2.1.9.6.a – Advisory Committee: Membership and
Function

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, University Code, Sections C.2.1.9.2 – The Standing Committees and Advisory Committees Named and C.2.1.9.6.a – Advisory Committee: Membership and Function.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 revision follows:

The proposed revision to the Academic Faculty and Administrative Professional Manual, University Code, Sections C.2.1.9.2 – The Standing Committees and Advisory Committees Named and C.2.1.9.6.a – Advisory Committee: Membership and Function were made because the term “non-tenure track faculty” is a better description and a more inclusive label for the represented population than “special and temporary faculty.”

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

C.2.1.9.2 The Standing Committees and Advisory Committees Named

The following shall be the standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

The following shall be an advisory committee of the Faculty Council: Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty.

C.2.1.9.6 Advisory Committee: Membership and Function

a. Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty

The membership of the Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty shall be comprised as follows:

1. One (1) non-tenure-track faculty member (senior teaching, special, temporary, or multi-year research appointment) ~~special, or temporary faculty member~~ shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non-tenure-track ~~special/temporary/adjunct~~ faculty members. Each such committee shall provide one (1) or more nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.
2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non-tenure-track ~~special, and/or temporary~~ faculty members shall be selected to provide a total of six (6) non-tenure-track ~~special, and/or temporary~~ faculty members. These

nominations shall be sought from the University community by the Committee on Faculty Governance.

3. two (2) regular full-time faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.

The duties of this advisory committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track ~~special, and temporary~~ faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track ~~special, and temporary~~ faculty.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
University Code, Section C.2.1.9.5.h – Committee on Strategic and Financial
Planning

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.2.1.9.5.h – Committee on Strategic and Financial Planning.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2012-13 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 revision follows:

The proposed revision to the Academic Faculty and Administrative Professional Manual, University Code, Section C.2.1.9.5.h – Committee on Strategic and Financial Planning (CoSFP) is requested to granting voting rights (ex officio) for the Classified Personnel Council (CPC) Chair on this committee. The CPC consists of 2,000 valuable Colorado State University (CSU) employees who need a voice in the strategic planning of the university. The CoSFP represents a strong venue to provide that voice. The CoSFP is about strategic planning – it is not a committee that focuses on faculty compensation issues. Thus the argument that having a voting CPC member could affect faculty compensation in a major way on this committee is unfounded. All of the SPARCs involved in strategic planning currently have a CPC member who has full voting privileges. Thus in other planning processes around the university, the CPC voice (just like the undergraduate/graduate student voice) is fully valued by granting voting rights – why should the CoSFP be any different? One can argue that the CoSFP represents not simply the Faculty Council, but in essence represents the broad university community. In this case, it makes full sense for the CPC representative to have voting rights. If the goal of the university is truly shared governance, than in this spirit it would be appropriate to approve of CPC voting rights. Finally, given the size of the committee, granting CPC voting rights would not substantially weaken the influence of the faculty on the committee and would be a significant gesture towards this important segment of the university community.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

C.2.1.9.5.h *Committee on Strategic and Financial Planning*

The Committee on Strategic and Financial Planning shall consist of one (1) faculty member from each college and the Libraries, one (1) undergraduate student, one (1) graduate student, one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the Chair of the Administrative Professional Council (*ex officio* voting), and the Chair of the Classified Personnel Council (*ex officio* voting). The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.
7. To recommend policies for the distribution of faculty members compensation increases.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2.1 – Basic Types of Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2.1 – Basic Types of Faculty Appointments.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.2.1 – Basic Types of Faculty Appointments are requested to reflect both organizational changes and the recent Colorado State Legislation giving Colorado State University the authority to offer multi-year contracts to certain classes of faculty members. The changes allow the implementation of such multi-year contracts, but do not require their usage. Organizationally, the above changes place multi-year contracts for research within the “Special Appointment” category and therefore present special appointment faculty as including both “at-will” and contract faculty.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E.2.1 Basic Types of Faculty Appointments

~~Seven (7)~~ Six (6) basic types of appointments ~~are used~~ exist for members of the faculty. They are regular full-time, regular part-time, ~~multi-year research~~, senior teaching, special, temporary, and transitional appointments. Only ~~individuals~~ faculty members holding either regular full-time or regular part-time appointments at the time of consideration are eligible to acquire tenure. Full-time is defined as the academic year or a minimum of nine (9) months. Faculty members with either senior teaching or special appointments may be eligible for multi-year contracts. Faculty members who do not have multi-year contracts and are not eligible for tenure are hired "at-will" and are subject to termination by either party at any time. Section D.5.6 regarding the termination of "at-will" appointments shall apply to "at-will" faculty appointments. See Section E.3 for details of other types of faculty appointments. The major characteristics of the various basic types of appointments are as follows.

E.2.1.1 Regular Full-Time Appointments - *no changes*

E.2.1.2 Regular Part-Time Appointments - *no changes*

~~E.2.1.3 Multi-Year Research Appointments~~

~~Multi-year research appointments may be either full-time or part-time. Part time is defined as less than full-time, but at least half-time (0.5). The distinguishing features of this type of appointments are as follows:~~

~~a. The positions eligible for multi-year research appointments must be for research performed for the University. The unit or department must document that the multi-year research appointment or extension is necessary for the hiring or retaining of the faculty member.~~

~~b. Faculty members on multi-year research appointments are not eligible for tenure (see Sections E.10.4.a and E.10.4.b). If a tenured faculty member changes positions to a multi-year research appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wished to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~c. These individuals are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Section F and G of the *Manual*. They are not eligible for sabbatical leave.~~

E.2.1.34 Senior Teaching Appointments

Senior teaching appointments may be either full-time or part-time. Part-time is defined as less than full-time, but at least half-time (0.5). ~~The distinguishing features of this type of appointments are as follows: The granting of a senior teaching appointment shall follow the procedures in Section E.11. Faculty on senior teaching appointments have the following distinguishing characteristics:~~

~~a. The granting of a senior teaching appointment shall follow the procedures in Section E.11. Senior teaching appointments are “at-will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, employment as a senior teaching appointment faculty member reverts to an ‘at-will’ appointment, unless the multi-year contract is renewed by written agreement of both parties.~~

~~b. Senior teaching appointments are "at-will" and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of "at-will" appointments shall apply to senior teaching appointments). There is no specified ending date for a senior teaching appointment.~~

~~c. There is no specified ending date for a senior teaching appointment. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service.~~

~~d. Faculty members on senior teaching appointment are not eligible for tenure (see Section E.10.4). Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty with regular full-time and regular part-time appointments.~~

~~e. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service. Faculty members on senior teaching appointment are not eligible for tenure (see Section E.10.4).~~

~~f. Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty with regular full-time and regular part-time appointments. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be fully included, except with regard to personnel matters involving regular faculty members, including the department chair.~~

~~g. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be included fully, except with regard to personnel matters involving regular faculty members, including the department chair. If a tenured faculty member changes positions to a senior teaching appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~h. These individuals~~ Faculty members on senior teaching appointments are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Sections F and G of the *Manual*. They are not eligible for sabbatical leave.

E.2.1.54 Special Appointments

Special appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:

a. Special appointments are “at-will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at-will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at-will. 2) For special appointment faculty who were originally hired with a multi-year contract, the appointment may be converted to an at-will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.

~~Special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.~~

b. ~~Faculty members on special appointment are not eligible for tenure (see Section E.10.4). Unless the faculty member has a multi-year contract, special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.~~

c. ~~The effort distributions of faculty members on special appointments are typically focused in one (1) area, such as teaching or research, rather than being distributed over the three (3) areas of teaching, research, and service. Faculty members on special appointment are not eligible for tenure (see Section E.10.4).~~

d. The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) area, such as teaching or research.

e. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

f. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.

g. Special appointment faculty are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Section F and G of the *Manual*. They are not eligible for sabbatical leave.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.10.4.1.2 – Extension of the Probationary Period

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.10.4.1.2 – Extension of the Probationary Period

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.10.4.1.2 – Extension of the Probationary Period, are requested to clarify there is only one condition in which extension of the probationary period is automatic and to add “adoption” to the list of exceptional circumstances to request an extension of the probationary period.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E.10.4.1.2 Extension of the Probationary Period

The use of Family Medical Leave may lead to an automatic extension of the probationary period (see Appendix 3 for details).

Extension of the probationary period for reasons other than use of Family Medical Leave is not automatic. A faculty member may request an extension of the probationary period as described below. The faculty member must make the request for an extension of the probationary period in writing to the departmental tenure committee. Such a request should be made as early as possible, and must be made prior to the first day of the final academic year of the probationary

period. The recommendation of the tenure committee shall be forwarded successively to the department head, the college dean, and the Provost, each of whom shall recommend either acceptance or rejection of the recommendation of the tenure committee. Such recommendations shall not be made in an arbitrary, capricious, or discriminatory manner. The final decision on such an extension shall be made by the President. If the faculty member making the request is dissatisfied with a rejection at any level of a positive recommendation by the tenure committee, he or she has the right to appeal through formal grievance procedures.

- a. A faculty member may request an extension of the probationary period due to exceptional circumstances, including, but not limited to, ~~childbirth~~ birth or adoption of a child, personal health issues, and care of immediate family members (this is separate from the issue of leaves, which are addressed in Section E.10.4.1.2.c). The tenure committee may recommend up to two (2) separate extensions of the probationary period, each for a period not to exceed one (1) year.
- b. A faculty member may request an extension of the probationary period under the Americans with Disabilities Act (ADA). Such a request must identify the nature of the disability and explain why an extension of the probationary period is necessary for purposes of reasonable accommodation. The faculty member requesting such an extension also must provide evidence of protected status under ADA to the Director of the Office of Equal Opportunity (OEO), who shall determine the validity of the protected status and inform the departmental tenure committee. The tenure committee may recommend an extension of the probationary period for a period not to exceed one (1) year (see Sections E.6.b and E.4). Any

subsequent request to the tenure committee for an additional extension shall require reverification of the protected status by the OEO Director.

- c. Any leave for a period not exceeding one (1) year shall normally count as part of the probationary period. However, if the leave is of such a nature that the individual's development as a faculty member while on leave cannot be judged, or if the leave is for purposes that are not scholarly, the faculty member may request that the leave not count as part of the probationary period.
- d. If a faculty member has been granted credit for prior service, thus reducing the probationary period, then, if circumstances warrant, the faculty member may request that this credit for prior service be reduced, thus extending the probationary period.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.12.1 – Teaching and Advising

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.12.1 – Teaching and Advising

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.12.1 – Teaching and Advising are requested to update existing language to reflect additional teaching formats (e.g. blended and online). In addition, the new language will provide guidance for departments and faculty concerning ways to identify and evaluate excellent teaching for faculty self-improvement and for annual evaluations.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E12.1 Teaching and Advising

~~Teaching involves the systematic transmission of knowledge and skills and the creation of opportunities for learning; advising facilitates student academic and professional development.~~ As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate student academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction, individual tutoring, supervision and instruction of student researchers, clinical teaching, field work supervision and training, preparation and supervision of teaching assistants, service learning, outreach/engagement, and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation, grading, laboratory or equipment maintenance, preparation and funding of proposals to improve instruction, attendance at workshops on teaching improvement, and planning of curricula and courses of study. Outreach/engagement activities, such as integrating service learning, conducting workshops, seminars, and consultations, and preparing of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization ~~material~~ and presentation of course material; ~~forming~~ formation of interrelationship among fields of knowledge; energy and enthusiasm; availability to help students outside of class; ~~arousing~~ encouragement of curiosity, creativity, and critical thought; ~~engaging~~ engagement of students in the learning process; ~~providing~~ use of clear grading criteria; ~~responding~~ and respectful fully responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes should, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for

evaluating teaching effectiveness. This Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in particular the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. ~~Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process.~~ It [advising] is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating ~~teaching and~~ advising effectiveness and shall evaluate ~~teaching and~~ advising as part of annual

and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section E.14 – Performance Reviews

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.14 – Performance Reviews.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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.14 – Performance Reviews are requested as the language has been edited to reflect that this section applies to all faculty, not only tenured and tenure-track faculty. In addition, the assignment of a “numerical performance rating” by the Provost has not been adhered to as a policy as it unrealistically assumes performance across all academic units can be measured identically using a numeric scale.

NOTE: Revisions are noted in the following manner:

Additions - underlined Deletions ~~overscored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

E.14 Performance Reviews

All faculty members, including department heads and deans, are subject to performance reviews. These reviews include annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. Annual reviews and comprehensive reviews of tenured faculty members shall be conducted by the academic supervisor for the faculty member's academic unit. For a faculty member who is not a department head, a dean, an associate dean or an assistant dean, the academic unit is his or her home department, and the academic supervisor is the department head. For a department head, an associate dean, or an assistant dean, the academic unit is the college, and the academic supervisor is the dean of that college. For a dean, the academic unit is the University, and the academic supervisor is the Provost.

Nothing contained in this section shall be construed to affect the at-will status of administrative appointments. The evaluation of an individual's performance as an administrator and fit within a specific administrative organizational structure is separate from the review processes described in this section.

Performance reviews are intended ~~to assist faculty in achieving tenure or promotion~~ to facilitate continued professional development, to refocus professional efforts when appropriate, ~~and~~ to assure that faculty members are meeting their obligations to the University, and to assist faculty in achieving tenure or promotion. These reviews must be conducted in such a way that they are consistent with academic freedom, due process, the tenure system, ~~academic freedom, due process~~, and other protected rights. It is also appropriate for performance reviews to document problems with behavior (see Section D.9 and also Section E.15).

A performance review must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's workload (see Section E.9.2), and it must consider each area of responsibility. Furthermore, effort distributions should be established so as to best utilize the individual talents of all ~~tenured~~ faculty members, because having similar assignments for all faculty members in a department often is not the most effective use of resources. ~~Tenured~~ Faculty members should have the opportunity to work with the ~~department head~~ academic supervisor to adjust their professional responsibilities throughout their careers in a way that permits them to meet both institutional and individual goals.

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

For each performance review, ~~the faculty member shall be assigned a numerical performance rating by the Provost. In addition,~~ a written report shall be prepared by the academic supervisor, and this report shall identify strengths and any deficiencies in the faculty member's performance. The faculty member shall be given a copy of this report, and he or she shall then have ten (10) working days to prepare a written response to this report if he or she desires to do so. The report and any written response on the part of the faculty member shall be forwarded to the dean and the provost, and a copy ~~Both the report and the faculty member's response~~ shall be maintained in the faculty member's official Personnel File.²

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.2.1 – Leave Accrual (Sick)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F.3.2.1 – Leave Accrual (Sick)

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 F.3.2.1 – Leave Accrual (Sick), are requested to make the policy consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of benefits.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

F.3.2.1 Leave Accrual

Full-time faculty members and administrative professionals on ~~regular, multi-year research, or special,~~ twelve (12) month appointments, ~~and full-time temporary faculty members and administrative professionals on~~ twelve (12) month appointments, who have completed twelve (12) consecutive months of employment earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. One (1) day of sick leave is considered to be eight (8) hours of sick leave.

Full-time faculty members and administrative professionals on ~~regular, multi-year research, or special,~~ nine (9) month appointments ~~and full-time temporary faculty members and administrative professionals on~~ nine (9) month appointments who have completed two (2) consecutive semesters earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. Full-time nine (9) month faculty members and administrative professionals who accept summer session appointments accumulate sick leave at the rate of one and one-quarter days (1.25) per month while on such appointment.

F ~~faculty members and administrative professionals on regular, multi-year research, or special appointments of~~ appointed less than full-time, but at least half-time (0.5), earn sick leave prorated by the part time fraction of their appointment. ~~Faculty members and administrative professionals on temporary appointments of less than fulltime, but at least half time (0.5) earn five (5) hours of sick leave per month.~~ Academic Faculty and Administrative Professionals on 12-month temporary appointments of half-time or greater are eligible to accrue sick leave benefits only after completing one year of continuous service. Nine-month temporary employees must have completed two consecutive semesters of continuous half-time or greater employment (excluding summer session) and be reappointed the subsequent academic year to become eligible.

Post doctoral fellows, veterinary interns, and clinical psychology interns with appointments of less than full-time, but at least half-time (0.5) earn sick leave each fiscal year prorated by the part time fraction of their appointment. Sick leave accrues and expires each fiscal year.

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

No sick leave is earned by employees working less than half-time (0.5) or employed on an hourly basis. ~~Postdoctoral fellows and g~~ Graduate assistants do not earn sick leave.

Employees who begin work after the first of a month or who terminate before the end of a month earn sick leave on a prorated basis as described in the *Personnel/Payroll Manual (Section 2)*.

The accrual of sick leave is rounded to the nearest 1/100 of an hour. Sick leave does not accrue during leave without pay nor during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

At the time of initial employment, the employee shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). This initial year of sick leave is an "advance" and must be earned before any additional sick leave shall accrue. It is possible that it will take the employee more or less than one (1) year to earn the amount of sick leave advanced and begin accruing additional sick leave (e.g., the employment status could change, or the employee could take leave without pay).

Post doctoral fellows, veterinary interns, and clinical psychology interns shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). The sick leave "advance" is earned on a fiscal year basis and does not carry forward.

If an employee with accrued sick leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued sick leave and the ability to use this sick leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn sick leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued sick leave shall continue to be available for use by the employee.

MATTERS FOR ACTION:

2012-13 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 2012-13 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 to make the policy consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of privileges.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

G.1 Study Privileges

Under the following conditions, faculty members, ~~and~~ administrative professionals, ~~and post doctoral fellows, veterinary interns, and clinical psychology interns~~ 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. The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses.
- b. Faculty members, ~~and~~ administrative professionals ~~on regular, multi-year research, or special appointments,~~ and post doctoral fellows, veterinary interns, and clinical psychology interns become eligible for this study privilege as soon as their employment begins.
- c. Faculty members on temporary appointments ~~and administrative professionals~~ become eligible for this privilege after completing one (1) year of service at .50 time or greater.

No other changes to this section.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section I.6.2 – Evening or Saturday Examinations

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.6.2 – Evening or Saturday Examinations

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 I.6.2 – Evening or Saturday Examinations are requested because the proposed revisions will update existing language to increase regular week days available for evening examinations and to encourage faculty to identify specific dates of the semester when multi-section examinations will be simultaneously administered. This revision is in response to the increased need for large general assembly classrooms for evening multi-section examinations, and the need to avoid potential exam conflicts in student course schedules.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

I.6.2 Evening or Saturday Examinations

Academic departments may wish to schedule evening or Saturday examinations for their courses offered during the day for a variety of reasons. The following regulations apply to these evening or Saturday examinations:

- a. The department head shall notify the Registrar's Office on the working draft for the development of the class schedule of departmental plans to offer evening or Saturday examinations outside of regular class periods by identifying the times and ~~days of the week~~ dates for such examinations. Evening examinations may be offered only between 5:00 p.m. and 7:00 p.m. or between 7:00 p.m. and 9:00 p.m. and only on Mondays, Tuesdays, Wednesdays, or Thursdays. Saturday examinations may be offered only between 8:00 a.m. and 10:00 a.m. or between 10:00 a.m. and 12:00 noon. The times and ~~days of the week~~ dates chosen for such examinations are considered part of the assigned meeting times for the course and are included in the course registration process.
- b. The Registrar's Office shall publish the times and ~~days of the week~~ dates for these evening and Saturday examinations in the class schedule for the term involved and, thus, alert students. Suitable classrooms shall be assigned by the Registrar's Office.
- c. Students will need an override to sign up for any other class which meets during these evening or Saturday examination times. Course instructors are not required to make special accommodations for students who have received such overrides.
- d. The instructor of the course involved shall announce the specific dates and times of these examinations, as well as the policies concerning attendance at these examinations, during the first three (3) class meetings. This information shall also be included in the course outlines or syllabi provided to the class.

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

- e. The full policy statement on the scheduling of evening or Saturday examinations outside of regular class periods shall be brought to the attention of all deans and department heads, who are charged with the rigorous enforcement of the regulations governing the publication and announcement of such examinations.

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section K.11 – Grievance Panel and Hearing Committee; Section K.12 –
University Grievance Officer; K.13 – University Mediators

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K.11 – Grievance Panel and Hearing Committee; Section K.12 – University Grievance Officer; K.13 – University Mediators.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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:

Revisions to Section K.11.1 were necessary because the grievance panel is essentially a pool of faculty members or administrative professionals from which Hearing Committees can be recruited. The group does not meet outside of an official grievance hearing and, therefore, needs no bylaws. Thus, the University Grievance Office recommended striking the remaining language in the paragraph and adding two subparagraphs (K.11.1.1 and K.11.1.2) that call for an appointed (versus elected) Chair to carry out a few key tasks specified for the chair in the *Manual*.

Revisions to Section K.12.4 were necessary as the evaluation of the University Grievance Officer has historically been limited due to the need for confidentiality of participants in the grievance process. The addition of numerical identifiers allows others involved in University Grievance Officer evaluation to receive input from participants. The Grievance Panel Chair will receive the returned participant surveys and anonymity of participants will be maintained.

Revisions to Sections K.13.2 and K.13.3 were necessary to correct the supplemental pay process and eligibility for the University Mediators.

The deletion of Section K.13.4 is necessary as the responsibility for training has been delegated by the Provost to the University Grievance Officer, and this duty has been included in the University Grievance Officer's duties.

Section K.13.5 has been deleted because the *Manual* provides no guarantees to University Mediators and states no clear policy. In addition, the *Manual* should not deal in “what might happen”. Also, the language pertaining to “case-by-case basis” is not clear, i.e. whether the case is the particular mediator or the particular grievance. A mediation cannot be held up while such a decision is being made. Similarly, neither Faculty Council nor the Administrative Professional Council can specify the terms of coverage; this is a matter for the General Counsel. As practical matter, we must be able to explain what legal protections are provided to University Mediators at the time they are recruited. Liability is discussed in Section I.20.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

K.11 Grievance Panel and Hearing Committees

K.11.1 Grievance Panel

The Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) tenured faculty members, with at least one (1) from each college and the University Libraries, and twenty-one (21) administrative professionals, representing at least four (4) administrative areas. Administrative professionals shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University. No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on the Grievance Panel. ~~The Grievance Panel shall operate under a set of bylaws that describes the operating procedures of the Grievance Panel and Hearing Committees. These bylaws shall be prepared by the Grievance Panel, or a subcommittee thereof, in consultation with the UGO, and they shall be reviewed annually and modified as appropriate. The Grievance Panel shall elect a chairperson who can call and conduct meetings of the Grievance Panel. The UGO shall be an ex officio and non-voting member of the Grievance Panel during its meetings.~~

K.11.1.1. Duties

As specified elsewhere in this section, individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to the procedures outlined in Section K and the activities of the UGO.

K.11.1.2 Chair

Each year, a Grievance Panel Chair shall be appointed jointly by the presidents of the Faculty Council and Administrative Professional Council from among the panel's elected members. This volunteer position shall be filled by a faculty member in academic years ending in an odd number and by an administrative professional in academic years ending in an even number.

As specified elsewhere in this Section, the chair's duties are:

- a. To meet with the UGO at least quarterly or as needed to review activities of the UGO.
- b. To review challenges to the qualification and classification of grievances by the UGO (Section K.10.1).
- c. To appoint a subcommittee to seek nominations and interview prospective UGO candidates (Section K.12.1).
- d. To confer with the Provost on the appointment of a Temporary Special University Grievance Officer, as needed (Section K.12.6).
- e. To advise the UGO on policy and procedural matters covered in this Section.
- f. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in this Section.
- g. To provide input for the UGO's annual report (Section K.12.4.h.).
- h. To assist the Faculty Council and the Administrative Professional Council in their annual evaluation of the UGO by receiving and reporting on questionnaires to parties inquiring about or involved in mediation or the grievance process. These questionnaires will be distributed by the UGO (Section K.12.4.1).
- i. To provide input on the UGO's annual performance review (Section K.12.1.)

K. 11.2 through K.11.4 - no changes

K.12 University Grievance Officer

K.12.1 – *no changes*

K.12.2 Oversight of the University Grievance Officer

~~The UGO shall be responsible to the Grievance Panel (see Section K.11.1), which shall be authorized to adopt procedural guidelines necessary to implement provisions of Section K, as well as to assure that the UGO meets his or her responsibilities under Section K.12.~~

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the advice of the Chair of the Grievance Panel on procedural matters. The UGO shall report administratively to the Provost.

K.12.3 Service of the University Grievance Officer - *No changes*

K.12.4 Duties of the University Grievance officer

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.
- 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 Hearing Committees, calling individuals to appear before the Hearing Committees, and establishing the rotation order for service by the members of the Panel on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panel, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.

- e. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- 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 K.10.
- g. Facilitating the conduct of Hearings decision pursuant to Section K and Section E.15.
- h. Preparing an annual report, in consultation with the Chair of the Grievance Panel each June for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- i. Maintaining and updating the list of UMs.
- j. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- k. Coordinating orientation and training of University Mediators and Grievance Panel members.
- l. Assisting the Faculty Council and Administrative Professional Council in their annual evaluations of the UGO by distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity.

K.12.5 through K.12.6 – *no changes*

K.13 University Mediators

K.13.1 Qualifications of University Mediators – *no changes*

K.13.1.1 – *no changes*

K.13.1.2 – *no changes*

K.13.2 Selection, and Terms, and Evaluation of University Mediators for Academic Faculty

The Chair of Faculty Council 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 Council Executive Committee, the Council of Deans, and any other appropriate groups, the Chair of Faculty Council 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. The UMs for academic faculty members shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, As appropriate, individuals appointed as academic faculty UMs may have their effort distributions adjusted, as negotiated may negotiate this change in effort distribution or workload with their immediate supervisor, to reflect their involvement in the Mediation process.; or they may receive release time from their academic obligations, or compensation, as determined by the Provost, if mediation is required beyond their appointment periods or if they are retired.

The term of office for a UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. Mediators who have mediated one or more cases. Each UM shall be evaluated in that calendar year by the annually. In February, Executive Committee of the Faculty Council, who shall send a written performance evaluation to the Provost, ~~and the~~ The Provost shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment. If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council 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.

K.13.3 Selection, and Terms, and Evaluation of University Mediators for Administrative Professionals

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for UMs for administrative professionals prior to the end of each academic year. In consultation with the Administrative Professional Council and any other appropriate groups, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward

recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The UMs for administrative professionals shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations (VPUO) and the administrative professional's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, ~~As appropriate,~~ individuals appointed as administrative professional UMs may negotiate this change in effort distribution or workload with their immediate supervisor, ~~may have their effort distributions adjusted by their immediate supervisor to reflect their involvement in the Mediation process. or, in the case of retired administrative professionals, shall receive adequate compensation, as determined by the Vice President for Administrative Services University Operations.~~

The term of office shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. Administrative professional University Mediators who have mediated one or more cases ~~Each UM shall be evaluated in that calendar year by annually. In February,~~ the Executive Committee of the Administrative Professional Council, who shall send a written performance evaluation to the Vice President for University Operations, ~~and the~~ The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

~~K.13.4 University Mediators' Training~~

~~The UM's 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 and the Vice President for University Operations and be held by experienced mediation professionals, as determined by the Provost and the Vice President for University Operations.~~

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

~~**K.13.5 Risk Management and Governmental Immunity Provisions for
University Mediators**~~

~~The UM's may be covered by the State's risk management and
governmental immunity provisions. Such determinations are made by Risk
Management and the General Counsel on a case-by-case basis.~~

MATTERS FOR ACTION:

2012-13 Academic Faculty and Administrative Professional Manual Revisions:
Section Appendix 3: Family Medical Leave Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section Appendix 3: Family Medical Leave Policy

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2012-13 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 Appendix 3: Family Medical Leave Policy are requested to make the policy consistent with the new federal FMLA 2013 requirements and were requested by the Human Resource Services.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2012-13

APPENDIX 3: FAMILY MEDICAL LEAVE POLICY

Introduction

Colorado State University (CSU) recognizes that its faculty and staff strive to balance the responsibility of their work and personal lives. This Family Medical Leave Policy is designed to support those efforts and to comply with the provisions of the Family Medical Leave Act of 1993 (FMLA), as later amended, and applicable implementing regulations. Much of the language in Appendix 3 is taken from the FMLA of 1993 and later amendments as of ~~February 2011~~ March 2013.

Entitlement to Family Medical Leave

An Eligible Employee is entitled to up to twelve (12) work weeks of FM Leave during a rolling twelve (12) month year that begins on the first date the Eligible Employee uses FM Leave. These twelve (12) work weeks of FM Leave do not need to be consecutive. The Eligible Employee is not expected to "make up" the time taken as FM Leave. FM Leave may be taken for any one (1) or a combination of the following reasons:

- a. The birth of a Child to the Eligible Employee or the Eligible Employee's spouse or domestic partner and care for the newborn Child. In this case, the FM Leave must be completed within twelve (12) months of the date of birth.
- b. The placement of a Child for adoption or foster care with the Eligible Employee or the Eligible Employee's spouse or domestic partner and care for the newly placed Child. In this case, the FM Leave must be completed within twelve (12) months of the date of placement.
- c. Care for a spouse, domestic partner, Child, or parent with a serious health condition.
- d. Inability of the Eligible Employee to perform one or more of the essential functions of his or her position because of his or her serious health condition.

- e. For a spouse, domestic partner, Child, or parent ~~in the Regular Armed Forces, National Guard, or Reserves~~ called on covered active duty or called to active duty status with the Armed Forces in support of a contingency operation for a due to a "Qualifying Exigency," which is defined as one (1) of the following situations:
- f. Advance notice of deployment that is one week or less.
- g. Military events or related activities.
- h. Urgent (as opposed to recurring or routine) child-care/school activities.
- i. Financial or legal tasks to deal with the family member's call to active duty.
- j. Counseling for the Eligible Employee or a Child which is not otherwise covered by FM Leave.
- k. Spending time with the service member on rest and recuperation breaks during deployment.
- l. Post-deployment activities.
- m. Other situations arising from the call to active duty, as agreed upon by the Eligible Employee and his or her supervisor.

Military Caregiver Leave

An Eligible Employee who is the spouse, domestic partner, Child, parent, or next of kin of a service member in the ~~Regular Armed Forces, National Guard, or Reserves~~ is entitled to up to twenty-six (26) work weeks of Military Caregiver Leave during a rolling twelve (12) month year to care for the service member if he or she becomes seriously injured or ill in the line of duty. The service member must be undergoing medical treatment, recuperation, or therapy; be in outpatient care; or be on the temporary disability retired list. In addition to service members, this provision applies to a veteran undergoing medical treatment, recuperation, or therapy for an injury or illness that existed prior to the beginning of the veteran's active duty, but was aggravated by service in the Armed Forces. The veteran's discharge must have been other than dishonorable and must have been effective who was a service member at any time during the five (5) year

Board of Governors of the
Colorado State University System
Meeting Date –August 2, 2013
Consent Item

period immediately preceding the date on which the leave is to begin. ~~the veteran began this medical treatment, recuperation, or therapy.~~ The rolling year for Military Caregiver Leave begins on the first date that the Eligible Employee uses the Military Caregiver Leave, and this rolling year is distinct from the rolling year for any other FM Leave. However, the use of Military Caregiver Leave cannot cause the total use of all types of FM Leave to exceed twenty-six (26) work weeks during any twelve (12) month period.

No other changes to this section.

MATTERS FOR ACTION:

Honorary Degree Policy Modifications

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the suggested modifications to the Honorary Degree Process and Procedures effective August 2, 2013.

EXPLANATION:

Presented by Tony Frank, President.

A recent study from the Education Advisory Board which evaluated the honorary degree policies and procedures at sixteen major universities showed that our policies and procedures are very much in line with those policies and procedures at those institutions. However, the following minor changes are warranted:

1. Limit the number of honorary degrees to no more than one at any one commencement ceremony (unless jointly given to a couple, etc.).
2. Modify the honorary degree process documentation to clarify the criteria for awarding honorary degrees, specifically the definition of philanthropic acts.
3. Modify the honorary degree process documentation to clarify the eligibility criteria to highlight the preference given to individuals with a significant connection to Colorado State University.

These revisions have been developed with consideration given to best practices at our peer institutions and the external study of policies and procedures for awarding honorary degrees conducted in August 2012 by the Education Advisory Board.

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Consent Item

Approved

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2013-2014 program review schedule.

EXPLANATION:

Presented by Tony Frank, President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2013-2014 is submitted for your approval:

Warner College of Natural Sciences
WCNR Inter-Disciplinary Graduate (GDPE)
WCNR Fish Wildlife & Conservation Biology
WCNR Geosciences
WCNR Human Dimensions of Natural Resources
WCNR Ecosystem Science & Sustainability

Board of Governors of the
Colorado State University System
Meeting Date: August 2, 2013
Consent Item

College of Natural Sciences

CNS Inter-Departmental BSNS
CNS Bio-Chemistry & Molecular Biology
CNS Chemistry
CNS Physics
CNS Psychology

College of Liberal Arts

CLA Inter-Departmental: Social Sciences and International

Board of Governors of the
Colorado State University System
Meeting date: August 1-2, 2013
Consent Item

Stretch goal: 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:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – clarifications in general shared governance verbiage: This motion is for amending the Colorado State University-Pueblo Faculty Handbook to clarify wording in the general shared governance provisions in the Faculty Handbook. It has been approved by the Colorado State University-Pueblo Faculty Senate on April 15, 2013, and then ratified by faculty referendum May 3, 2013, by a majority of those faculty voting. (This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration April 11, 2013.) Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on August 12, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to a clarifications in general shared governance reporting relating to faculty senate.

EXPLANATION:

Presented by Dr. Carl Wright, Provost and Vice President for Academic Affairs.

The faculty Committee on Shared Governance (CSG) conducted a systematic review in the 2012-2013 academic year. These amendments to the Faculty Handbook will clarify specific sections in regards to the terms of office of CSG, the roles of deans and the CSG and the reporting of faculty boards to faculty senate.

Proposed additions appear in underlined bold blue;

proposed deletions appear in ~~red-strikeout~~.

1.2.3 General Governance Policies and Procedures

1.2.3.1 Terms of Office and Special Conditions of Selection

Faculty members selected or elected to boards and ~~electing unit and department~~¹ estate committees will serve two-year terms (each term beginning and ending two years later, with the constitutive meeting of the committee in the fall semester) unless otherwise noted. Elections of all faculty members to Faculty Senate, boards and Senate estate committees shall be the responsibility of the electing unit's representative on the Committee on Shared Governance of the Faculty Senate in collaboration with and assistance from the Dean of the unit and in accordance with the nomination and election procedures adopted by the faculty of the unit.² Elections to college/school and department estate committees shall be supervised by the Dean.

Terms shall be staggered where possible to ensure continuity. Unless otherwise noted, faculty members elected to boards and estate committees may succeed themselves. Unless otherwise noted, the chair of each board and estate committee shall be elected from the membership to a one-year term at the initial meeting of the board or estate committee to be convened by the chair of the board or estate committee from the preceding academic year no later than the end of the second week of classes during the Fall semester.

All members of boards and estate committees may vote in the election of the chair and are eligible to serve as chair with the exception that individuals to whom boards or estate committees report/advise are ineligible for election as chair. Individuals may serve as chairs for at most four consecutive years if duly elected. Individuals who have served four consecutive 1-year terms may be re-appointed as chair after a one-year hiatus from that position if duly elected. During that year, they may continue to serve as a member of the Board/Committee if elected/appointed to do so.

1.2.3.2 Rights and Responsibilities

All members of boards and estate committees have voting rights except as noted. Each board and estate committee is responsible for preparing an agenda, maintaining minutes and records, filing written reports of activities to Faculty Senate through the Committee on Shared Governance each academic semester, and performing assigned duties and tasks.

¹ Since the term of office for members of Senate Estate Committees is also two years (unless otherwise noted), deletion of the phrase is appropriate.

² Deans in many electing units currently assist with faculty elections; the additional language allows for this practice to continue while also clarifying the role of Committee on Shared Governance in the process. The additional language concerning nomination and election procedures also allows each electing unit to adopt different procedures, rather than imposing a single standard practice across campus.

For those boards and estate committees with a Senate Representative, that individual has responsibility for reporting to the Faculty Senate at each regular meeting, and joint responsibility with the Chair for preparation of Senate Headline Items on proposed action items per the provision of Section 1.1.2.7 (Section 5) and for ensuring that meeting agendas and minutes are electronically posted in a timely fashion to the location designated by then current Senate procedures.

Chairs are further responsible for prompt reporting of vacancies to the Committee on Shared Governance.

Additional responsibilities for individuals serving as a member, chair or senate representative on each board and committee are specified in the individual description statements found in Sections 1.2.5, 1.2.6 and 1.2.7.1.³

Ex-officio members serve by virtue of their offices and unless otherwise noted hold the same rights and responsibilities as elected members.

Members of boards and estate committees who fail to, or are unable to, perform their duties may be replaced in accordance with these provisions:

- a. Elected and appointed members who are unable to serve for a portion of their term, who resign or whose replacement is requested by a majority vote of the faculty members serving with them on boards or estate committees, or a majority of the faculty members constituting the electing authority, shall be replaced for the remainder of their term of office by a procedure identical to that employed in the original selection process. This includes replacements for faculty serving on sabbatical leaves. Requests for replacements must be directed to the appointing authority and describe reasons for the members' inability to render appropriate service.⁴
- b. Replacements for ex-officio administrative faculty or professional staff board members who are unable to render service shall be appointed by the Provost in consultation with the President of the Faculty Senate.

³ This additional language clarifies the responsibilities of Chairs and Senate Representatives with respect to communication of board/committee activities with Senate and faculty at large.

⁴ This clarifies the term of office for replacements. The proposed additions reflect the current standard practice, which is intended to promote staggered terms of service on boards and committees.

Board of Governors of the
Colorado State University System
Meeting date: August 1-2, 2013
Consent Item

Stretch goal: 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:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Revision of Section 2.8 relating to ADA: This motion is for amending the Colorado State University-Pueblo Faculty Handbook regarding faculty responsibilities with regard to the Americans with Disabilities Act (and the related Amendments Act of 2008). It has been approved by the Colorado State University-Pueblo Faculty Senate on April 15, 2013, and then ratified by faculty referendum May 3, 2013, by a majority of those faculty voting. (This proposal has also been reviewed and approved by the campus Disability Resource Office, CSU-System legal counsel, and CSU-Pueblo Administration on April 11, 2013.) Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on August 12, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to faculty responsibilities under the American With Disabilities Act in regard to classroom accommodations for students.

EXPLANATION:

Presented by Dr. Carl Wright, Provost and Vice President for Academic Affairs.

The amendments to section 2.8 of the Faculty Handbook are intended to ensure that all faculty are aware of and fulfill their responsibilities under ADA with regard to the provision of classroom accommodations approved by the Disability Resource Office.

In order for CSU-Pueblo to be legally compliant with the ADA, faculty are required to provide reasonable accommodations approved by the Disability Resource Office upon receipt of the accommodation letter.

Proposed Revisions to Handbook Language re: ADA Accommodations

Proposed additions appear in underlined bold blue; proposed deletions appear in ~~red-strikeout~~.

2.8.2.1.1. Teaching Activities

c. Absence and Class-related Duties

1. Faculty members shall meet their classes unless the Department Chair has approved a substitute, class cancellation, reschedule, or replacement by a substitute activity. This obligation extends from the first day of classes through the end of final examination week.
2. Faculty members shall meet their classes punctually. If for some valid reason faculty members are unable to meet a class, arrangements shall be made to offer alternate instruction as approved by the Department Chair.
3. If suitably qualified ranked faculty members serve as teaching substitutes upon assignment by the Department Chair for a period beyond one week, substitution shall be treated retroactively by means of an at-will contract; exceptions shall be approved by the appropriate Dean.
4. Faculty members shall report evaluation of student work to students within a reasonable time with appropriate comments and/or grades.
5. Faculty members shall participate in the approved college program for collecting data regarding students' perceptions of teaching and learning.
6. Prior to the end of the second week of classes, faculty members shall submit to the Department Chair a syllabus or outline for each course being taught. All syllabi and outlines must include the current Americans with Disabilities Amendments Act (ADA) statement provided by the Disability Resource Office. (See Appendix H for a syllabus template which includes the current ADA statement.)
7. Faculty members are required to provide reasonable accommodations approved by the Disability Resource Office upon receipt of the accommodation letter. Changes in reasonable accommodations can only be made following prompt consultation with, and approval by, the Disability Resource Coordinator per the then existing policies of the Disability Resource Office.
- ~~7.~~ **8.** Faculty members shall establish an absence policy for students and inform students in writing of the policy.
- ~~8.~~ **9.** Faculty members shall maintain for one calendar year appropriate records of student progress in each course to support final grades. In the event of severance from the University, faculty members shall leave such records with the Department Chair, who shall retain them for one calendar year.
- ~~9.~~ **10.** Faculty members shall administer final examinations and at the officially scheduled times during final exam week unless, for sound pedagogical reasons, the Department Chair and Dean approve alternative arrangements.

- ~~40.~~ **11.** Faculty members shall exercise adequate supervision of students in classroom and laboratory activities and officially scheduled related activities, such as field trips.
- ~~41.~~ **12.** Faculty members shall provide instruction in safety procedures to students who are engaged in academic activities where a known potential danger is present, such as in laboratory work where equipment or chemicals are in use.
- ~~42.~~ **13.** Faculty members shall ensure that safe practices are followed by students under their supervision where a known potential danger is present.
- ~~43.~~ **14.** Faculty members and Department Chairs shall report in writing unsafe conditions of equipment or facility to their immediate supervisor.

Board of Governors of the
Colorado State University System
Meeting date: August 1-2, 2013
Consent Item

Stretch goal: 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:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – midpoint review for tenure track faculty procedure: This motion is for amending the Colorado State University-Pueblo Faculty Handbook to include provisions for midpoint review of tenure-track faculty. It has been approved by the Colorado State University-Pueblo Faculty Senate on April 15, 2013, and then ratified by faculty referendum May 3, 2013, by a majority of those faculty voting. (This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration April 11, 2013.) Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on August 12, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to a “midpoint” performance review for tenure-track faculty.

EXPLANATION:

Presented by Dr. Carl Wright, Provost and Vice President for Academic Affairs.

The changes to the Faculty Handbook will occur within section 2.9. Under current policy, “3-year” or “midpoint” performance reviews for probationary, tenure-track faculty are required by some, but not all, departments on campus. The Faculty Handbook currently contains no provisions on such midpoint performance reviews. The intention is to make these reviews mandatory across campus, in order to provide all tenure-track faculty a comprehensive review of their progress toward tenure; make for a uniform policy across campus; and make CSU-Pueblo policy conform to that at many other universities [including CSU (Fort Collins)].

PROPOSED REVISION TO FACULTY HANDBOOK

It is proposed that:

- i. Section 2.9.2 Cumulative Performance Review (CPR) is changed to section 2.9.3, and cross references in the Faculty Handbook be updated accordingly.
- ii. A new section 2.9.2 Midpoint Performance Review (MPR) will read as follows.

2.9.2 Midpoint Performance Review (MPR)

- a. A comprehensive midpoint performance review (MPR) of each probationary faculty member shall be conducted by the midpoint of his or her probationary period. For example, the normal probationary period for an assistant professor is six (6) years, so the MPR would be conducted in the third (3rd) year. However, if the assistant professor were given two (2) years of credit for prior service, then the probationary period would be reduced to four (4) years, so the MPR would be conducted in the second (2nd) year. If the probationary period is an odd number of years, the midpoint of his or her probationary period will be rounded down to the next whole number. For example, if the assistant professor were given one (1) year of credit for prior service, then the probationary period would be reduced to five (5) years, the MPR would be conducted in the second (2nd) year. A MPR is not mandatory for faculty who are given a probationary period of less than four years at time of hire. At the time of initial appointment, the date for the MPR will be scheduled.
- b. Faculty scheduled to complete a MPR in the next academic year shall be notified by the department chair (or dean) by written memorandum on or before April 15. Faculty will submit their MPR dossier by March 1st of the academic year that their MPR is scheduled. The MPR Dossier will have the same requirements as the Tenure Dossier as presented in the Handbook section 2.10.2.5.
- c. Semesters spent on full educational or personal leaves do not count toward fulfillment of the employment requirement for MPR. Semesters in which a faculty member takes a partial educational or personal leave (leave without pay, sabbatical leave, military leave or other leaves permitted under the Handbook) shall not count toward MPR except when the faculty member, the Dean, and the Provost agree in writing to count that semester toward MPR. The written agreement must be executed during the semester in which the faculty member takes the partial leave.
- d. The purpose of the MPR is to mentor the tenure-track faculty member by indicating (i) whether the faculty member is making satisfactory progress toward tenure and promotion or (ii) whether there are deficiencies that the faculty member should seek to improve to make satisfactory progress toward tenure and promotion, in which cases the Review Committee should provide clear guidance to the faculty member regarding what s/he should do to make satisfactory progress toward tenure and promotion.
- e. This MPR shall be conducted by a Review Committee. Except where a college has specified otherwise, the Review Committee shall include at least three tenured faculty, consisting of (i) all eligible, tenured faculty members of the department, or, if so specified in the department code, by a duly elected committee thereof, and (ii) at least one tenured faculty member from the same college but from outside the department, preferably with prior experience on the college-level tenure committee. The committee may include the department chair, but the college dean, Provost, and President are not eligible to serve on the Review Committee. Prior to conducting the review, the members of the Review Committee shall consult with the college dean to discuss the expectations for tenure at administrative levels higher than the department.

- f. Upon completion of the MPR, the Review Committee shall prepare a written report. Except where a college has specified otherwise, a copy of this report shall be given to the faculty member and a meeting shall be conducted between the faculty member and members of the Review Committee. From the date of the meeting, the faculty member shall then have ten (10) working days to prepare a written response to this report if he or she desires to do so. Both the report and the faculty member's response shall be forwarded to the department chair.

Board of Governors of the
Colorado State University System
August 1-2, 2013
Consent Item

Stretch Goal: N/A

Strategic initiative: N/A

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 requirements for their respective degrees at the end of the last summer term, 2013.

EXPLANATION:

Presented by Carl Wright, Provost and Vice President for Academic Affairs.

The Faculty Senate of Colorado State University – Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of the last summer 2013 term. The distribution of candidates' degrees is

17	Master's
227	Baccalaureate

Only those individuals who have completed all requirements will receive their degree.

Board of Governors of the
Colorado State University System
August 2-3, 2013
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University - Pueblo academic programs to be reviewed in academic year 2013-2014 in accordance with the approved Program Review Plan for the CSU System, and delegate authority in the 2013-2014 academic year to President Lesley Di Mare to approve program review delays. The CSU-Pueblo program review calendar is on the next page.

- Art (BA, BFA)
- Biology (BS)
- Computer Information Systems (BS)
- History (BA, BS)
- Physics (BS)
- Psychology (BA, BS)

EXPLANATION:

Presented by Carl Wright, Provost and Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with established review schedule 2013-2014 through 2019-2020. To date, none of the programs have submitted requests to the CSU-Pueblo Curriculum and Academic Programs Board (CAP 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 2013-2014 program review delays.

Program Review Calendar

2013-2014	CSM: Biology, Physics CHASS: Art, History, Psychology HSB: Computer Information Systems
2014-2015	CHASS: Music, Sociology, Foreign Language HSB: Accounting, Business Management, Economics, Masters in Business Administration
2015-2016	CEEPS: Nursing (BSN and MSN), Athletic Training CHASS: Mass Communications, Foreign Language (Spanish BA) CSM: Chemistry (MS), Biology (MS), Biochemistry (MS)
2016-2017	CEEPS: Automotive Industry Management, Liberal Studies, Construction Management CHASS: Social Work CSM: Mathematics, Chemistry
2017-2018	CEEPS: Exercise Science and Health Promotion CHASS: Political Science, Social Science, English
2018-2019	CEEPS: Engineering Mechatronics, Industrial Engineering, Masters in Industrial & Systems Engineering, Civil Engineering Technology CSM: Biology, Physics CHASS: Art, History, Psychology
2019-2020	CHASS: Music, Sociology 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
August 2, 2013
Consent

Approved

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees at the end of the Fall 2013 A Term (ending 09/01/13).

EXPLANATION:

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

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements at the end of the Fall 2013 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

10

System Wide
Discussion Items

This section
intentionally left blank

Section

11

Board Meeting Evaluation

This section
intentionally left blank

Appendix

Board Correspondence

CSUS Board of Governors Correspondence Received 5/1/13-6/10/13

<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response Sent</u>
7/4/2013	email	Louis Scharf	stadium	7/15/2013
7/15/2013	email	Dennis Turner	VA work studies	forward to Chancellor for response

Teufel, Sharon

From: CSUS Board
Sent: Monday, July 15, 2013 2:06 PM
To: Michael V Martin (MV.Martin@colostate.edu)
Subject: FW: VA work Studies (VUB) CSU-Pueblo

Chancellor Martin,

The following email was in the Board of Governor's mailbox. Since it was addressed to you, I am forwarding the email to you for response.

Sharon

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

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: Turner, Dennis R. [<mailto:dr.turner@colostate-pueblo.edu>]
Sent: Monday, July 15, 2013 8:59 AM
To: CSUS Board
Subject: FW: VA work Studies (VUB) CSU-Pueblo

From: Turner, Dennis R.
Sent: Monday, July 15, 2013 8:55 AM
To: csus_board@colostate.edu
Subject: Re: VA work Studies (VUB) CSU-Pueblo

Hello, Chancellor Martin

I am a second year student at the pueblo campus of Colorado State University. I am a retired Federal employee and disabled Veteran.

I am also a Student VA work study and have been for about four or five semesters. Previously under the direction of Christopher Beltran we planned and imitated several projects with community support and dedicated partnerships that have benefited the CSU family and Pueblo. The city and the folks in Pueblo "The Home of the Heroes" are big supporters of Veterans and their causes.

Recently Mr. Beltran left us for better opportunities and there after the problems began, the local administrators, Mike Manos, and Kevin Walda along the trusted side kick Laura Lisonbee has created a distrustful environment not for growth, but destruction of all we worked for and accomplished under Chris Beltran.

And now our pay has been suspended due to the administrators at CSU-Pueblo not following the rules with respect to our pay, hours and the proper reporting

of the procedures. We have all had our pay stopped, and may not receive new contracts for the Fall of 2013. Now I should not have to tell you how important pay and benefits are to Veterans. Most of us are pay and benefit dependant, we live month to month and sometime week to week. I approached Dean Marjorie J. Villani about our particular concerns and she at first seemed supportive and helpful to our cause, but now has appeared to direct others to alienate and possibly retaliate against some Veterans for speaking out and advocating for ourselves fellow brother/sister Veterans on this matter, this is unacceptable.

We are student Veterans attempting to further our education through this facility, we did not ask for, nor create this mess which we are now involved. I ask that you let no-one complicate this matter further by instructing their minions to discriminate, harass, or treat with indifference any student or student Veteran only seeking their benefits under the law, thank you

Sincerely,

Dennis R. Turner
Student Veteran

CSU-Pueblo
School of Social Work

Teufel, Sharon

From: CSUS Board
Sent: Monday, July 15, 2013 3:06 PM
To: Scharf, Louis (EID)
Subject: RE: Main Campus Stadium

Good afternoon, Mr. Scharf:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, #2440
Denver, CO 80202

-----Original Message-----

From: Louis Scharf [<mailto:Louis.Scharf@ColoState.edu>]
Sent: Thursday, July 04, 2013 8:36 AM
To: Frank, Tony; CSUS Board; 'Louis Scharf'
Subject: Main Campus Stadium

President Frank and Members of the CSU Board of Governors:

Please excuse yet another intrusion on your time.

I am taking the liberty of sharing with you two power point presentations that bear on the question of a main campus stadium. The first, Main Campus Stadium Issues, is a lengthy presentation that I made to State Senator John Kefalus, State Representative Joann Ginal, and State Representative Randy Fischer on June 26, 2013. It differs somewhat in emphasis and budget methodology from what I have previously sent to you, and what I have recently presented to CSU Faculty Council, CSU Society of Senior Scholars, and SERTOMA Service Club.

The second, Main Campus Stadium: Budget Computations, is a short budget analysis of the proposed stadium using, by-and-large, the SAC's own numbers. As you will see, there are several aspects of the SAC's budget analysis that raise concerns.

Ignore the dates on the documents: they are automatically generated by my Beamer software.

I re-iterate my willingness to meet with you, individually or collectively, to clarify my analysis and concerns.

Sincerely,

Louis Scharf
Research Professor of Mathematics
Professor Emeritus of Electrical and Computer Engineering

Teufel, Sharon

From: Frank, Tony
Sent: Thursday, July 04, 2013 9:48 AM
To: Scharf, Louis (EID); CSUS Board; 'Louis Scharf'
Subject: RE: Main Campus Stadium

Thanks, Louis. I hope you enjoy your holiday. Best wishes - tony

Anthony A. Frank, President
Colorado State University

-----Original Message-----

From: Louis Scharf [<mailto:Louis.Scharf@ColoState.edu>]
Sent: Thursday, July 04, 2013 8:36 AM
To: Frank, Tony; CSUS Board; 'Louis Scharf'
Subject: Main Campus Stadium

President Frank and Members of the CSU Board of Governors:

Please excuse yet another intrusion on your time.

I am taking the liberty of sharing with you two power point presentations that bear on the question of a main campus stadium. The first, Main Campus Stadium Issues, is a lengthy presentation that I made to State Senator John Kefalus, State Representative Joann Ginal, and State Representative Randy Fischer on June 26, 2013. It differs somewhat in emphasis and budget methodology from what I have previously sent to you, and what I have recently presented to CSU Faculty Council, CSU Society of Senior Scholars, and SERTOMA Service Club.

The second, Main Campus Stadium: Budget Computations, is a short budget analysis of the proposed stadium using, by-and-large, the SAC's own numbers. As you will see, there are several aspects of the SAC's budget analysis that raise concerns.

Ignore the dates on the documents: they are automatically generated by my Beamer software.

I re-iterate my willingness to meet with you, individually or collectively, to clarify my analysis and concerns.

Sincerely,

Louis Scharf
Research Professor of Mathematics
Professor Emeritus of Electrical and Computer Engineering

Main Campus Stadium: Budget Computations

Louis Scharf

Research Prof of Mathematics
Prof Emeritus of Electrical and Computer Engineering
Colorado State University

July 4, 2013

1

Executive Summary

It seems to me that approval of the main campus stadium would be a statement by the President and BOG that the stadium fits CSU's values, and is a responsible investment of CSU's treasure at a defensible level of social and economic risk to students, faculty, staff, parents, and citizens; that it honors the assurance that state appropriations, tuition, fees, and taxes will not be considered as funding sources for the stadium project.

Elsewhere I have spoken to each of these considerations. In the pages to follow, I wish to speak to the question of economic risk by analyzing annual cash flow, *using the SAC's own baseline numbers*.

2

Executive Summary, contd

From a purely economic standpoint, it seems to me that CSU's approval of a main campus stadium would require three assurances from the President and BOG:

- ❶ pledges of \$125M to \$150M in private donations will materialize;
- ❷ principle and interest payments on a bonded indebtedness of \$125M to \$150M can be made from corporate naming and sponsorship, premium seating, event income, a facilities development fee, and other;¹; and
- ❸ stadium expenses will be met from ticket sales and miscellaneous revenue.²

So, pledges are necessary, but by no means sufficient, to proceed with a main campus stadium. The other two pieces must fall into place.

I will have nothing to say about assurance #1, but will address myself to assurances #2 and #3.

¹These are the sources identified in the SAC report.

²See footnote 1.

Executive Summary, contd

From our analysis of the annual cash flow of the proposed main campus stadium, *using the Stadium Advisory Committee's own baseline numbers*, as published in its report to the public and the President, several salient points emerge:

- ❶ CSU can service a stadium bond of \$150M if it can bond at 4.3% or better (for a carrying rate of 6% or better) for 30 years, and if projected revenue increases of 310% (4x) materialize; fewer years require lower rates; lower revenues require lower rates;
- ❷ the +\$5.10M surplus identified by SAC as a contribution to the University Operating Revenue Stream³, is erroneously calculated; the correct number is -\$4.55M, which is a draw on the general fund;
- ❸ the difference between a surplus of +\$5.10M and a shortfall of -\$4.55M comes from two sources, one an oversight and the other an accounting error;

³A term used by SAC.

The Oversight and the Accounting Error

The oversight is this: the SAC failed to account for a 2% per year contribution to a sinking fund for the stadium, amounting to \$6M per year on a \$300M stadium.

The accounting error is this: when computing excess revenue for the main campus stadium, the SAC failed to account for the loss of income from Hughes in the amount of \$3.65M.⁴

The net of the oversight and accounting error is this: *what the SAC claims as a contribution of \$5.10M to the General Fund is in fact a draw of \$4.55M from the General Fund, which of course is seeded by tuition, fees, taxes, and state appropriations.*

⁴This loss was accounted for by SAC in its calculation of *incremental net stadium revenues* of $\$14.96 - 3.65M = \$11.32M$, but it was not carried forward in its subsequent computation of University Operating Revenue Streams, their term.

Executive Summary, contd

These conclusions suggest that the debt service and expense budget for the proposed main campus stadium State will violate the letter and intent of the assurance that state appropriations, tuition, fees, or taxes will not be considered as funding sources for the stadium project. They also suggest that the financial analysis of the SAC bears more scrutiny. If revenue projections are too optimistic, then budget predictions will be even more pessimistic.

Naturally, we would like to know what principles of risk assessment were used to analyze the SAC's revenue projections? what impact the SAC's accounting error had on deliberations to proceed with stadium planning? what level of comfort there was with the SAC's failure to account for contributions to a sinking fund for deferred maintenance?

Budget Computations

What began as a \$100,000,000 stadium⁵, built with **private donations**, has become

- ① a \$300,000,000 stadium⁶,
- ② financed half by private donations and half by a \$150,000,000 bond, issued by a **public institution (CSU)**,
- ③ and retired at a cost of \$9,000,000 to \$11,000,000 per year from a monetized stadium.

Bonds issued for a stadium, and the accelerated construction of new parking garages, will reduce CSU's head-room for borrowing to fund academic projects. Call this an opportunity cost.

⁵Feb 3 and May 30, 2012 meetings of the Stadium Advisory Committee (SAC).

⁶AD Graham, KOA radio.

Budget Computations, contd

In 30 years CSU will be looking for another \$180M to pay for deferred maintenance on the stadium (2% per year on a \$300M facility for 30 years).

In the 50 year horizon of tradition cited by Pres. Frank in his report to the BOG, deferred maintenance will be \$300,000,000!

To commit to a main campus stadium is to commit to a future of massive outlays for its debt, maintenance, and management.

And there are many modes of failure, with only one fail-safe mode: tuition, fees, taxes, and State appropriations.

Budget Computations, contd

Financing (The SAC 6%)

There is one number in the SAC report that we will take for granted: *the annual financing cost of the main campus stadium is 6% of the borrowed sum.*⁷ This is \$9M per year on \$150M. But we have not been told how long this payment will be made. Nor have we been told whether this \$9M covers interest and principal or interest only (in which case a \$150M balloon for principal would have to be financed with CSU payments into an escrow account). Only the bold scenarios of the following four possibilities seem plausible, so we assume them in our analysis. (P and I stands for principal and interest; I stands for interest.)

Terms	Yrs	Financing Rate	Annual Pay	APR	Total
P and I	20	6%	\$9M	1.8%	\$180M
P and I	30	6%	\$9M	4.3%	\$270M
I only	20	8.66%	\$13M	6.0%	\$260M
I only	30	7.33%	\$11M	6.0%	\$331M

⁷Computed from the SAC report.

9

Budget Computations, contd

Financing (Annual Cash Flow, Using the SAC Numbers)

Three bulk numbers control SAC's analysis of the proposed main campus stadium: Revenues, Expenses, and Existing Net Hughes Income.

	Low	Base	High
Existing Net Hughes	\$3.65 M	\$3.65 M	\$3.65 M
Revenues Main	\$12.83 M	\$18.19 M	\$25.95 M
Expenses Main	\$2.84 M	\$3.22 M	\$3.99 M
Net Main	\$9.99 M (174%)	\$14.96 M (310%)	\$21.96 M (502%)

The SAC organized Main campus stadium revenues into components which will finance debt and components which will finance expenses.
Next slide.

10

Budget Computations, contd

Financing (Annual Cash Flow, Using the SAC Numbers)

Bonded Indebtedness=Private Donations–Project Cost=	$\$150M - \$300M = -\$150 M$
Corporate Naming and Sponsorship (3.5M – 4.8 M)	+\$4.05 M
Premium Seating (3.7M – 6.7 M)	+\$4.97 M
Event, Facilities Development Fee, Other (0.44M – 1.4 M)	+0.85 M
Annual Financing Costs at 4.25% – 6.0% APR (30 years).....	–\$11 M to –\$9 M
 Net	 –\$1.13 M to +\$0.87 M

11

Budget Computations, contd

Expenses (Annual Cash Flow, Using the SAC Numbers)

Ticket Revenue (\\$4.3 M–\\$9.8 M)	+\$6.44 M
Miscellaneous Revenue (\\$0.96 M–\\$3.2 M)	+\$1.88 M
Stadium Expenses (\\$2.8 M–\\$4.0 M)	–\$3.22 M
Sinking Fund (at 2% per year on \$300 M) ⁸	–\$6.00 M
Loss of Net Hughes Income ⁹	–\$3.65 M
 University Operating Revenue Streams ¹⁰	 –\$4.55 M

⁸Not accounted for by SAC.

⁹This loss was accounted for by SAC in its calculation of *incremental* net stadium revenues of $\$14.96M - \$3.65M = \$11.32M$, but it was not carried forward in its subsequent computation of University Operating Revenue Streams, their term.

¹⁰Versus the SAC calculation of +\$5.10 M, ignoring Sinking and Loss of Hughes.

Budget Computations, contd

Summary (Annual Cash Flow, Using the SAC Numbers)

Detail aside, the SAC reports Net Income from New Stadium Operations of \$14.96 M, which is 4.10 times (310%) the Net Income from Hughes. Assuming \$9 to \$11 M per year in financing costs on \$150 M of indebtedness, \$6 M per year into a sinking fund, and a loss of \$3.65 M of current net income from Hughes, the liability to tuition, fees, taxes, and State Appropriations is $-\$3.69M$ to $-\$5.69M$ per year.

And even this requires a 310% net increase over Hughes, year-after-year for 30 years, through winning and losing seasons, through coaching changes, through unanticipated disruptions to Big-Time College Sports locally and nationally, and so on.

After 30 years, the total payout for the stadium will be \$420M to \$480M. (\$270M to \$330M plus \$150M.)

Main Campus Stadium Issues

Louis Scharf

Research Prof of Mathematics
Prof Emeritus of Electrical and Computer Engineering
Colorado State University

July 4, 2013

1

Preamble

Our aim is to analyze the proposed main campus stadium from these perspectives:

- ① claims of benefit,
- ② assurances,
- ③ money and banking,
- ④ public and campus concerns,

2

Claim # 1: Top of Mind Status

An on-campus stadium will bring CSU academics (teaching, research, performance, and extension) the national stature it deserves, elevating CSU to top-of-mind status. [An accurate paraphrase.]

- ❶ This claim deserves to be examined. There has been no debate about a main campus stadium as the best (or even a good) way for CSU to spend its energy and treasure, and in consequence reveal its values.
- ❷ The debate over a main campus stadium (the AD's "new front porch") to advance CSU's football fortunes, and as a consequence its academic fortunes and financial strength, has never been joined.

3

Claim # 2: Regarding excess

"We're not looking for excess, but we're looking for quality," AD Graham at the May 30, 2012 meeting of the Stadium Advisory Committee (SAC).

- ❶ The proposed stadium has all manner of sky boxes, luxury suites, and related trappings of wealth. It is a luxurious structure, dedicated **primarily** to entertainment, with a claimed **secondary** role as a resource for fund-raising and recruitment.
- ❷ CSU's labs and classrooms are modest and useful, with none of the trappings of wealth. They are dedicated **primarily** to teaching, research, and extension. Academic programs in the Arts serve *primary and established secondary* roles as a resource for entertainment (think art, theatre, dance, and music in the *renewed* Ft Collins HS).

There *is* a contrast.

4

Claim # 3: Help to attract 5,000 new out-of-state students, and to protect CSU against declining State Appropriations

AD Graham said at the May 30 Stadium Advisory Cmte (SAC) meeting that the stadium would help CSU attract 5,000 new out-of-state students.

- ❶ Graduate students, who comprise the majority of CSU's out-of-state students, don't come to CSU for its stadium and there is no evidence that out-of-state undergraduates would.
- ❷ Will a main campus football stadium help to immunize against an uncertain structural and financial revolution in higher education, with the Internet posing a set of challenges never before faced by campus-centric universities?
- ❸ We now know from the Provost that the distribution of 8,000 new CSU students is 3,000 in-state students, 2,500 international students, and 2,500 out-of-state students. So the 5,000 new out of state students has been revised down from 5,000 to 2,500.

5

Claim # 4: This Stadium will bring the Community Together

It has been said on several occasions that this Stadium will bring the Community together.

Surveys by the Associated Students at CSU (ASCSU) and by the Center for Public Deliberation (CPD)¹, letters to the editor, public meetings, and 10,000 signatures in opposition to the main campus stadium do not support this claim.

¹Center for Public Deliberation, www.cpd.colostate.edu

Claim # 5: This Stadium embraces CSU and its Aspirations as a University

*The main campus stadium, "Embraces CSU and its aspirations as a University."*²

There is no evidence that this sentiment is shared by students, parents, faculty, staff, and the Ft. Collins community.

A main campus stadium is neither necessary nor sufficient for advancing a university's academic ambitions and stature, while ensuring its financial strength.

²CSU's architectural firm, Populous, tape of May 30, 2012 SAC meeting, http://cope.colostate.edu/1ois/stadium/stadium.05-30-2012_trimmed.wmv

Pres. Frank's Assurances

Pres. Frank's four hard constraints on the main campus stadium project [The Coloradoan, Feb 24, 2012]:

- ❶ CSU won't consider putting the stadium on existing open green spaces, including the intramural fields.
- ❷ CSU won't consider putting the stadium in front of significant existing view sheds, so as to protect views of the mountains.
- ❸ All recommendations from the advisory committee must take into serious account any impact on neighbors in areas adjacent to or near a new stadium.
- ❹ State appropriations, tuition, fees, or taxes will not be considered as funding sources for a stadium project.

Assurance # 1 and #2

CSU won't ... [put] the stadium on existing open green spaces ... [and it won't put] the stadium in front of significant existing view sheds, so as to protect views of the mountains.

- ① The main campus stadium is sited on top of the Plant Environmental Research Center (PERC), an open green space.
- ② The footprint of this on-campus stadium is approximately 12 acres, which compares with the 9 acre footprint of the Oval. The stadium rises to 125 feet on its mountain side, much higher than any of the elm trees on the oval, and it occludes a mountain view.

Is it prudent to cede to the Athletics Department 12-15 acres of prime academic real estate on campus, when they already have 160 acres of prime entertainment real estate in the Foothills? This trade of academic space for entertainment space on the Main Campus introduces economic and social risks that do not exist for Hughes.

9

Assurance # 3

All recommendations ... must take into serious account any impact on neighbors in areas adjacent to or near a new stadium.

- ① A fair-minded assessment of costs to health, safety, quality of life, and property values for neighbors would likely make the cost of the proposed stadium prohibitive.
- ② It can be argued that a main campus stadium will further complicate CSU's management of student excesses in the neighborhoods west and south of campus.
- ③ The cost of street and utility modifications to mitigate, but not solve, the problems of a main campus stadium might well far exceed the current estimate of \$2.5M, an estimate made without consultation with Diane Jones and FtC Engineering.³

³See <http://cope.colostate.edu/10is/stadium/stadium.05-30-2012-10med.wmv>, at the 2:07 min mark.

Assurance # 3 (contd)

On Thursday, July 26, 2012, and again one week later, representatives of CSU, Populous, and ICON met neighbors of the proposed main campus stadium at Plymouth Congregational Church on Prospect.

This meeting did nothing but reveal that **recommendations from the advisory committee had taken no serious account of any impact on neighbors in areas adjacent to or near the main campus stadium.**

The parking and traffic consultant suggested that fans could park their cars at Hughes and shuttle to the main campus stadium. And that students who currently come to campus on weekends for study and work could park their cars at Hughes and be shuttled back and forth to campus for their weekend work.

In a vote taken and recorded at the meeting, there was unanimous opposition to the proposed main campus stadium by the 30 – 40 neighbors in attendance.

11

Assurance # 4: Tuition, fees, State Appropriations, and taxes, contd

"State appropriations, tuition, fees, or taxes will not be considered as funding sources for a stadium project."

- ❶ These are precisely the sources that seed the General Fund at CSU and taxes are what seed the City, County, and State Treasuries.
- ❷ The very consideration of a CSU bond to finance a main campus stadium brings these sources into consideration.

Pres. Frank's admission to the public, and to the BOG on Oct 4, 2012, that the General Fund would be used to make interest and principal payments on issued bonds if the monetized stadium does not produce its projected income, **violates this assurance.**

12

Assurance #4, contd

Let's say it this way:

Stadium bonds could not even be underwritten and sold to the market without the backing of state appropriations, tuition, fees, and taxes, collected by CSU. **This brings these sources into consideration.**

The Main Campus Stadium has such dubious benefit for the academic community that any suggestion to use state appropriations, tuition, fees, and taxes as funding sources would have sunk the stadium. So it was said they **would not be considered.**

The irony is that state appropriations, tuition, fees, and taxes **are being considered** as funding sources for a bonded stadium, to be used if net revenues from the main campus stadium do not meet bond payments, payments into a sinking fund, and related expenses.

13

President Frank on Benefits and Assurances

At the Oct 4, 2012 Board of Governor's meeting, Pres. Frank acknowledged many of these points of concern regarding claims of benefit and assurances:

- 1 There is no way to quantify the claimed benefits of the stadium.
- 2 The site is not perfect. Neighbors have not been engaged to mitigate impact.
- 3 The stadium plan has not been harmonized with the City.
- 4 Cost estimates of \$246,000,000 are almost surely too optimistic.
- 5 The parking question will require accelerated investment in parking structures.
- 6 **"If one dime of tuition, fees, taxes, or state appropriations is used, we will have failed"**.

Point 6 is prima facie evidence that these sources are being considered.

14

Money and Banking

What began as a \$100,000,000 stadium⁴, built with **private donations**, has become

- ① a \$300,000,000 stadium⁵,
- ② financed half by private donations and half by a \$150,000,000 bond, issued by a **public institution (CSU)**,
- ③ and retired at a cost of \$9,000,000 to \$11,000,000 per year from a monetized stadium.

Bonds issued for a stadium, and the accelerated construction of new parking garages, will reduce CSU's head-room for borrowing to fund academic projects. Call this an opportunity cost.

⁴Feb 3 and May 30, 2012 meetings of the Stadium Advisory Committee (SAC)

⁵AD Graham, KOA radio.

Money and Banking, contd

In 30 years CSU will be looking for another \$180M to pay for deferred maintenance on the stadium (2% per year on a \$300M facility for 30 years).

In the 50 year horizon of tradition cited by Pres. Frank in his report to the BOG, deferred maintenance will be \$300,000,000!

To commit to a main campus stadium is to commit to a future of massive outlays for its debt, maintenance, and management.

And there are many modes of failure, with only one fail-safe mode: tuition, fees, taxes, and State appropriations.

Money and Banking, contd

Financing (The SAC 6%)

There is one number in the SAC report that we may take for granted: *the annual financing cost of the main campus stadium is 6% of the borrowed sum. This is \$9M per year on \$150M.* But we have not been told how long this payment will be made. Nor have we been told whether this \$9M covers interest and principal or interest only (in which case a \$150M balloon for principal would be due in twenty or thirty years, a balloon that must be financed with CSU payments into an escrow account). Only the bold scenarios of the following four possibilities seem plausible, so we assume them in our analysis. (P and I stands for principal and interest and I stands for interest.)

Terms	Yrs	Financing Rate	Annual Pay	APR	Total
P and I	20	6%	\$9M	1.8%	\$180M
P and I	30	6%	\$9M	4.3%	\$270M
I only	20	8.66%	\$13M	6.0%	\$260M
I only	30	7.33%	\$11M	6.0%	\$331M

17

Money and Banking, contd

Financing (Annual Cash Flow, Using the SAC Numbers)

Three bulk numbers control SAC's analysis of the proposed main campus stadium: Revenues, Expenses, and Existing Net Hughes Income.

	Low	Base	High
Existing Net Hughes	\$3.65 M	\$3.65 M	\$3.65 M
Revenues Main	\$12.83 M	\$18.19 M	\$25.95 M
Expenses Main	\$2.84 M	\$3.22 M	\$3.99 M
Net Main	\$9.99 M (174%)	\$14.96 M (310%)	\$21.96 M (502%)

Main campus revenues are organized into components which will finance debt and components which will finance expenses. Next slide.

18

Money and Banking, contd

Financing (Annual Cash Flow, Using the SAC Numbers)

Bonded Indebtedness=Private Donations–Project Cost=	$\$150M - \$300M = -\$150 M$
Corporate Naming and Sponsorship (3.5M – 4.8 M)	+\$4.05 M
Premium Seating (3.7M – 6.7 M)	+\$4.97 M
Event, Facilities Development Fee, Other (0.44M – 1.4 M)	+0.85 M
Annual Financing Costs at 4.25% – 6.0% APR (30 years).....	–\$11 M to –\$9 M
 Net	 –\$1.13 M to +\$0.87 M

19

Money and Banking, contd

Expenses (Annual Cash Flow, Using the SAC Numbers)

Ticket Revenue (\$4.3 M-\$9.8 M)	+\$6.44 M
Miscellaneous Revenue (\$0.96 M-\$3.2 M)	+\$1.88 M
Stadium Expenses (\$2.8 M-\$4.0 M)	–\$3.22 M
Sinking Fund (at 2% per year on \$300 M) ⁶	–\$6.00 M
Loss of Net Hughes Income ⁷	–\$3.65 M
 University Operating Revenue Streams ⁸	 –\$4.55 M

⁶Not accounted for by SAC.

⁷This was accounted for by SAC in its calculation of *incremental* net stadium revenues of \$11.32 M, but it was not carried forward in its subsequent computation of University Operating Revenue Streams, their term.

⁸Versus the SAC calculation of +\$5.10 M, ignoring Sinking and Loss of Hughes.

Money and Banking, contd

Summary (Annual Cash Flow, Using the SAC Numbers)

Detail aside, the SAC reports Net Income from New Stadium Operations of \$14.96 M, which is 4.10 times (310%) the Net Income from Hughes. Assuming \$9 to \$11 M per year in financing costs on \$150 M of indebtedness, \$6 M per year into a sinking fund, and a loss of \$3.65 M of current net income from Hughes, the liability to tuition, fees, taxes, and State Appropriations is $-\$3.69$ to $-\$5.69$ M per year.

And even this requires a 310% net increase over Hughes, year-after-year, for 30 years.

After 30 years, the total payout for the stadium will be \$420M to \$480M. (\$270M to \$330M plus \$150M.)

Money and Banking, contd

Perhaps it will be argued that a boost in TV and Bowl revenues to the MWC will make things right. Then our questions are these.

- ❶ If TV and Bowl revenues are such a sure thing, why do so few of the schools in the FBS, and even in the top 4 BCS conferences, balance their athletics budgets?
- ❷ If TV and Bowl revenues materialize, why not use them to reduce the student fee and General Fund subsidy to the Athletics Department, which at about \$14,000,000 per year currently approximates 40% of the athletics budget? Perhaps tuition and fees, which have increased by 60% since 2007, could even be managed.

Money and Banking, contd

Where was the blue team-red team competition of ideas and computations when evaluating the feasibility of a main campus stadium, under constraints, with respect to alternatives?

The SAC has failed to meet constraints and it has not seriously considered alternatives.

23

Money and Banking, contd

The conclusion seems inescapable:

The President and BOG are willing to run a *tangible* risk to state appropriations, tuition, fees, and taxes, in exchange for the *intangibles* of top-of-mind status, game day experience, and 50 years of tradition.

And they are willing to run this risk when they assured us they would not, just as we and they are facing dramatic economic and structural changes in public higher education⁹.

And what about the cost and risk to the City and University of managing traffic and security on game days, on campus and in the congested Shields/Prospect neighborhood?

This does not seem like prudent risk management.

⁹Learning New Lessons, WSJ, Dec. 22, 2012

Public and Campus Concerns

Surveys, 10,000 signatures, public comments, letters to the editor, and apparent will of the City Council, indicate that the on-campus stadium is *undesirable*. By consensus, faculty, staff, and students don't want it. Citizens don't want it. Neighbors don't want it.

- ① Email polling by CPD, and posted on the SAC website shows that by a 2 to 1 margin, faculty and staff oppose the on-campus stadium.
- ② An ASCSU student survey reported in the Collegian indicates 2 to 1 student opposition.
 - would increase visits to campus, as alums (No, 67%),
 - would increase their pride in CSU (No, 67%),
 - would approve of the project, if privately funded (No, 67%).

Public and Campus Concerns, contd

- ① *Students*. This is not a stadium for students. Student priorities are *academics and career opportunities, increased financial aid, and intramural sports*. Sixty-seven percent find world-class athletics to be unimportant. [Jan 2012 ASCSU Task Force Survey].
- ② *Parents*. This is not a stadium for parents. Seventy-two percent say Division I sports, "... (has) too much influence over college life." And 40% say they would actually discourage their child from choosing a Division I institution that "... places a strong emphasis on sports." [2011 Widmeyer Communications Survey].
- ③ *Alumni Giving*. "... if the net overall effect of athletic success on alumni giving is positive, it must be small... ." [Robert Frank, Knight Commission on Athletics: Challenging the Myth, 2004].

Public and Campus Concerns, contd

- ① *General Fund.* In any given year, not more than 1/5 of 125 Division I athletics programs in the Football Bowl Subdivision (FBS) balance their budget. And of the ones who do, the average stadium size is approximately 80,000 and the average athletics budget is approximately \$80,000,000.
- ② *Academics.* There is no measurable impact of successful football programs on quality of admitted or entering students. [Toma and Cross, University of Michigan].
- ③ *Neighbors.* No attempt has been made to measure and mitigate the impact of a main campus stadium on the health, safety, quality of life, and property values of neighbors.

27

Public and Campus Concerns, contd

There is anecdotal evidence for and against a positive economic impact, but little analytical evidence to support the contention that a main campus stadium would have a positive effect on Ft. Collins commerce. Claims of benefit are almost always over-stated [Joel Maxcy, Sept 24, 2012]. There are legitimate concerns:

- ① Increased ticket prices may cut into disposable entertainment budgets outside the stadium.
- ② Traditional weekend shoppers may avoid downtown and mid-town on game days to avoid the crush of fans and their cars.
- ③ The use of stadium facilities for meetings and conventions may undercut the renting of off-campus facilities.

All of these effects have been reported at other stadiums around the country.

28

Public and Campus Concerns, contd

Let's put a finer point on the question of economic benefit:

"... independent work on the economic impact of stadiums and arenas has uniformly found that there is **no statistically significant positive correlation between sports facilities and economic development.**"¹⁰

There is much more to be found on the question of stadiums and economics in the writings of Zimbalist and his co-authors.^{11 12}

¹⁰Siegfried, J. and Zimbalist, A., The economies of sports facilities and their communities, *J. Economic Perspectives*, 14(3), pp 95-114 (2000).

¹¹Zimbalist, A., The economies of stadiums, teams, and cities, *Policy Studies Review*, 15(1), pp 17-29 (1998).




¹²Noll, R. and Zimbalist, A., The economic impact of sports teams and facilities, in R. Noll and A. Zimbalist (Eds), *Sports, jobs, and taxes: the economic impact of sports teams and facilities*, Brookings Institution Press, Washington, DC, pp 55-91.



Public and Campus Concerns, contd



In summary,



- ❶ Claims of benefit are not founded on evidence.
- ❷ All four assurances from the President have been abandoned, to make a main campus stadium appear feasible.
- ❸ Economic and social costs and risks that this main campus stadium bring to the City and University will be borne by students, parents, faculty, staff, and citizens.
- ❹ The value of the game-day experience for fans has been traded for the value of safety and security of students and neighbors.


Construction Status Reports

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/13
<p>Classroom upgrades</p> <p>Total Budget: \$10,000,000</p>	<p>\$10,000,000</p> <p>Student Facility Fee and General Fund</p>	<div data-bbox="499 142 966 425" style="text-align: center;">  <p>Before</p> </div> <div data-bbox="499 425 1050 824" style="text-align: center;">  <p>After</p> </div> <div data-bbox="499 824 1108 1279" style="text-align: center;">  <p>Remodeled Chemistry Lecture Hall</p> </div>	<p>Sept 2013</p>	<p>The project will renovate approx. 100 classrooms, study areas and lecture halls by the time it is complete, as well as install HVAC in Shepardson, Animal Sciences and Visual Arts.</p> <p>92 classrooms, study areas and lecture halls are complete to date, along with HVAC in Visual Arts. Over 3400 new chairs are in place.</p> <p>Six classrooms are being renovated this summer, which will complete the project. Animal Sciences HVAC to be completed with renovation project.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/13
<p>Engineering II</p> <p>Total Budget: \$67,000,000</p>	<p>\$44,000,000</p> <p>Student Facility Fee & Research Overhead</p> <p>Remaining funds from grants and donations</p>		<p>June 2013</p>	<p>Construction is complete with move in scheduled for July 2013. Project budget has increased with additional donations. Additional funding for the build out of the core and shell space is being pursued.</p>
<p>Braiden and Parmelee Halls 4th floor addition</p> <p>Total Budget: \$29,300,000</p>	<p>\$26,000,000</p> <p>Housing and Dining Services</p> <p>Remaining funds from HDS reserves</p>		<p>May 2013</p>	<p>Parmelee Hall and Braiden Halls are complete.</p>





Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/13
<p>Durrell Dining Center Renovation (part of the Academic Village North Project)</p> <p>Total Budget: \$10,400,000</p>	<p>\$10,400,000</p> <p>Housing and Dining Services</p>		<p>Aug 2013</p>	<p>Additional scope added to project, funded from excess in Laurel Village budget. Construction is substantially complete.</p> <p>TDEX facility has been moved to the LSC plaza to provide food service during the LSC renovation. It will be available to students by Fall semester.</p>
<p>Laurel Village (formerly Academic Village North)</p> <p>Total Budget: \$46,600,000</p>	<p>\$46,600,000</p> <p>Housing and Dining Services</p>		<p>Aug 2014</p>	<p>Project bid in Dec. and was well under budget with all alternates accepted. \$1.4M transferred to Durrell project for added scope.</p> <p>Construction underway, approximately 25% complete.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/13
<p>Lory Student Center Revitalization</p> <p>Total Budget: \$70,000,000</p>	<p>\$60,000,000</p> <p>Student Center Fees</p> <p>Remaining funds from LSC reserves</p>		<p>Aug 2014</p>	<p>Occupants were relocated in May 2013. Demolition and asbestos abatement underway.</p> <p>TDEX facility has been moved to the LSC plaza from the Durrell Center project to provide food service during the renovation. It will be available to students by Fall semester.</p>
<p>Animal Sciences Revitalization</p> <p>Total Budget: \$9,500,000</p>	<p>\$7,500,000</p> <p>General Fund</p>		<p>Feb 2014</p>	<p>Project budget will accommodate 2nd floor renovation and infill for new labs and renovation of the building core for new classrooms. Select mechanical upgrades throughout building. Building occupants have moved to temporary locations and demolition and abatement are underway.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/13
Willard O. Eddy Hall Renovation Total budget: \$7.7M	\$7,000,000 General Fund		Aug 2014	Design is underway.

COLORADO STATE UNIVERSITY - PUEBLO

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/16/2013	Description
Corridor Extension @Student Recreation Center	<u>\$856,260</u> Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	<u>\$1,062,500</u> Student Fee-- \$300,000 Parking funds-- \$301,000 Building Repair/Replacement-- \$462,500			Construction Completed February 2012	
Occhiato University Center	<u>\$30,000,000</u> Debt to be repaid with student fee & auxiliary services revenue			Occhiato University Center program plan update completed . Governors for review and approval.	Ready for Board of 
Exterior Door Security Access Control at all Academic Buildings.	\$554,000 Controlled Maintenance	May, 2013	October 2013	under Constuction--- 20 % complete	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 6 academic buildings.
New General Classroom Building	\$16000000 Capital Funds	Estimated Construction Start 01/14 Estimated Completion 01/15		Project Manager, Design Team, and Contractor RFQ's & RFP underway	

Readings on Higher Education

THE CHRONICLE OF HIGHER EDUCATION

• July 10, 2013

A University's Offer of Credit for a MOOC Gets No Takers



U. of Illinois at Springfield

Students at as many as seven colleges will earn course credits for MOOCs this fall, predicts Ray Schroeder (standing), vice chancellor for online learning at U. of Illinois at Springfield.

[Enlarge Image](#)

By Steve Kolowich

It was big news last fall when Colorado State University-Global Campus became the first college in the United States to grant credit to students who passed a MOOC, or massive open online course.

For students, it meant a chance to get college credit on the cheap: \$89, the cost of the required proctored exam, compared with the \$1,050 that Colorado State charges for a comparable three-credit course.

That is a big discount.

Yet almost a year after Global Campus made the announcement, officials are still waiting for their first credit bargain-hunters.

Not one student has taken the university up on its offer.

Jon Bellum, the provost, said the university had not expected a deluge of transfer credits from Udacity, the MOOC provider it is working with. The offer applied to only a single MOOC, in computer science, and the credits might be useful only to students who intended to finish their degrees at Global Campus.

The Colorado university is not the only one that has noticed a lack of activity on the pathways between MOOCs and credit-bearing programs.

The Council of Adult and Experiential Learning, through its LearningCounts program, helps adult students assemble evidence of outside-the-classroom learning into portfolios that can be redeemed for credit at some colleges.

After free online courses exploded onto the scene, the council expected that freelance learners would come calling in hope of converting their MOOC success into college credit.

But none did.

"It's not happening as quickly as we had hoped," says Chari Leader Kelley, vice president of LearningCounts. One student had recently received nine credits toward a degree at Excelsior College, a nonprofit online institution, for her work with materials from MIT OpenCourseWare, a vault of free, static course materials that predates MOOCs. But nobody has attempted to redeem coursework from edX, Coursera, or Udacity, the three largest MOOC platforms, says Ms. Kelley.

The council has not yet advertised its services directly to MOOC students, she notes, adding that she believes prior-learning assessment still offers a "huge opportunity" for students to get college credit for free courses.

At the same time, data from MOOC providers suggest that many of the people who register for the free online courses already have college degrees. "As I've learned more about the students in the MOOCs, I've become more educated about my expectations," says Ms. Kelley.

She is not the only one thinking that way. Daphne Koller, a co-founder of Coursera, cited the same reason when explaining why that company, which built its reputation on MOOCs, had decided to pursue partnerships with public universities that would integrate its technology into the institutions' tuition-based curricular offerings.

Open courses, even massive ones, cannot "really move the needle on fundamental educational problems," said Ms. Koller in an interview with *The Chronicle* in May.

Broader Efforts

In the months since Global Campus first expressed a willingness to award transfer credits directly, there have been stirrings of larger-scale efforts to get colleges to award formal credit for MOOC learning. Lawmakers in California and Florida drafted bills aimed at making state universities give credit to students who pass certain MOOCs.

But it remains to be seen how common it will be for college students in those states to get credit for MOOCs. Florida last week enacted a milder version of the original bill proposed there; the new law calls for "rules that enable students to earn academic credit for online courses, including massive open online courses, prior to initial enrollment at a postsecondary institution."

The California bill has undergone a number of revisions, including language that would give university faculty members greater oversight of which MOOCs might be worthy of credit. That bill remains in committee.

The various partnerships between MOOC providers and colleges can give the appearance that this new species of online education is making swift, possibly disruptive inroads. Indeed, the videos, automatically graded homework assignments, and data tools that Coursera, edX, and Udacity developed for their massive open online courses could be used by professors in their credit-bearing courses.

However, when it comes to granting credit to students who take a free-floating MOOC instead of a tuition-based course at a traditional university, institutions remain largely in control of what courses they will abide and how many credits they will allow students to transfer in from such sources.

The American Council on Education, which advises college presidents on policy, has evaluated eight MOOCs—four from Coursera and four from Udacity—and

recommended to its members that students who pass those courses should be awarded transfer credits. It remains to be seen how many of those colleges will take the council's advice.

Some have expressed interest in at least dipping their toes in the water.

The University Professional & Continuing Education Association, a Washington-based group, has received a contract from the council to study how well students from the council-approved MOOCs perform in subsequent college courses.

In setting up the research project, the association identified seven institutions willing to award transfer credit to students who have passed those free courses, says Ray Schroeder, associate vice chancellor for online learning at the University of Illinois at Springfield, who is directing the study.

The seven institutions, which include a mix of public and for-profit universities, are the American Public University system, Central Michigan University, Kaplan University, Regis University, the State University of New York's Empire State College, University of Maryland University College, and Western Carolina University.

"We expect to see a number of students at those universities who will be receiving credit for the fall term," says Mr. Schroeder.

That number is likely to be on the order of hundreds rather than thousands, he guesses. That's not a revolution, not yet anyway. But it is greater than zero.

THE CHRONICLE OF HIGHER EDUCATION

- July 10, 2013

Coursera Snags \$43-Million in Venture Capital

July 10, 2013, 8:00 am

By Steve Kolowich

The jury may still be out on how much money massive open online courses stand to generate for the companies and universities that offer them, but that has not deterred investors from betting big on Coursera, the largest MOOC company. The company announced on Wednesday that it had raised \$43-million in its second round of financing, adding to the \$22-million it raised last year.

The announcement came several months after Coursera started collecting revenue from students paying to take proctored examinations through the company's "Signature Track" program.

The program has generated more than \$800,000 since January, a portion of which has gone to the universities that offered the Signature Track MOOCs on the Coursera platform. So far, Signature Track is the company's "only significant source of revenue," said Nikki Sequeira, a spokeswoman, via e-mail.

Coursera recently said it would expand the Signature Track offerings to include courses for teachers in training, taking aim at an arm of professional education whose traditional programs have faced blistering criticism.

Coursera is also seeking revenue streams that have less to do with MOOCs than with providing technology and services for public universities to use in their tuition-based, credit-bearing online courses. In May the company struck deals with 10 public institutions. Under the terms of those deals, the universities could pay Coursera to help them develop and support online courses for enrolled students.

Coursera said it would use the new investment to expand the Signature Track program to additional MOOCs and increase its university partnerships, according to a news release. The company also plans to expand its efforts to translate courses for foreign audiences, improve the options for private and group study, and open up the Coursera platform to third-party developers.

This entry was posted in Distance Education, MOOCs. Bookmark the permalink.

CHRONICLE OF HIGHER EDUCATION

July 10, 2013

College Leaders Strive for Performance Measures That Fit Their Institutions

By Lee Gardner

As policy makers demand more accountability from higher education, a group of higher-education leaders has been conducting an ambitious experiment in turning existing data into a set of five college-performance gauges that might make sense, and make good policy.

Over the past two years, the Voluntary Institutional Metrics Project has brought together the presidents of 18 institutions, including huge state universities, for-profit companies, and community colleges, to consider ways to develop measures that would give government officials a more accurate and nuanced understanding of how colleges and universities are doing.

A report released on Wednesday details the project's progress toward establishing the five new metrics, which would measure repayment and default rates on student loans, students' progress and program-completion rates, institutional cost per degree, employment outcomes for graduates, and learning outcomes at the program level, as measured by data like "core skills" evaluations and professional qualifying examinations.

College leaders already stagger under a data-reporting burden, but they also grouse about the one-size-fits-all statistical measures that sometimes result.

"I have a problem with the burden, but I have a bigger problem with data elements that aren't representative of what I do," said Ed Klonoski, president of Charter Oak State College, a public online institution in Connecticut that participated in the metrics project.

Charter Oak was joined by a diverse group of institutions of various sizes and sectors, including the University of Missouri at Columbia, the University of Maryland University College, for-profit companies like DeVry University and Capella University, and two-year colleges like Anne

Arundel Community College. The institutions may have differing missions and financial models, but they share a dilemma.

"There's a lot of data collection, but there's not a lot of good, useful information," said Michael J. Offerman, an independent consultant who helped coordinate work on the project. It was supported by the Bill & Melinda Gates Foundation, though no money went to participating institutions.

Comparable Metrics

The participating institutions shared their own data, as reported to both governments and nongovernmental organizations, and tried to find ways to create metrics that would be comparable across institutions of different sizes, revenue sources, and missions. (None of the real institutional data used by the project were included in the report.)

For the student-loan repayment and default-rate metric, for example, the project started by using data from the Education Department's Integrated Postsecondary Education Data System, or Iped, to predict an individual institution's likely repayment and default rates, "input adjusted" for the nature of the students the institution serves. A college with a high percentage of Pell-eligible or first-generation students would not be expected to have the same successes as an elite private institution.

Then, the report proposes, the predicted rates would be compared side-by-side with the actual rates in a dashboard format (see an example) to help create "a credible set of measures that you should look at holistically," Mr. Offerman said.

The more detailed and nuanced sort of statistics proposed by the project reflect metrics that the participating presidents consider important but also more fair.

During the project, "I recall there being a conversation to the effect of, 'If we're going to have measures out there, let us define them so that they make sense,'" Mr. Offerman said.

The current metrics available to policy makers, even when statistically accurate, don't always provide a true picture of how individual institutions are performing, Mr. Klonoski said. Charter

Oak boasts an admirable 66-percent six-year graduation rate, but in practical terms "that's not a real number," he said. His students are predominantly adults transferring from other institutions—a group that also happens to be invisible in the federal Ipeda data, which focus on first-time, full-time students who start and finish at the same college.

Performance-Based State Support

The quality of such metrics is increasingly important as more states consider allocating their support for higher education on the basis of individual colleges' performance. Tennessee has already enacted such a law.

"The reality is, performance funding is here, and it's not going away," Mr. Klonoski said. Crude measures might penalize colleges that enroll students who are less likely to graduate and reward colleges with a better-prepared and better-motivated student body. If legislators looked at the sort of comprehensive set of metrics proposed by the Voluntary Institutional Metrics Project "and you saw my institution move up in categories where it needed to improve and stay strong in categories in which it was good, it would be much easier to say, yes, they are performing across multiple metrics," Mr. Klonoski said.

But the project's report is candid about the challenges faced in trying to create workable metrics beyond the bounds of a small-scale experiment. Calculations of institutional cost per degree could not include an institution's capital costs, among a number of other complications involving college budgeting. Reliable gathering of data on postgraduation employment is "not widespread, consistent, or well documented," the report says.

The report even acknowledges defeat in coming up with a workable metric for learning outcomes. Plans to collect data from a variety of sources down to the program-specific level were eventually shelved. "We couldn't find enough existing data that works in multiple institutions to be comparative," Mr. Klonoski said.

Mr. Offerman considers the project a success, though he added that making the proposed metrics a reality would involve "some real heavy lifting" by institutions and governments to improve the available data without unduly increasing the reporting burden. At least the report will "carry the message forward that there is a way to make sense of all the data," he said.

But such metrics—and the effort involved in creating them—would prove rewarding for higher education in many ways, Mr. Klonoski said. Not only would they offer "some internal comfort about how performance funding, or whatever you want to call it, will occur—at the state and federal level," he said, but "it really helps you dig into who you're serving and how you're serving them."



Colorado State University Announces A \$1.5M VC Fund

Published on [May 14, 2013](#) by [admin](#) in [Colorado](#), [Seed Fund](#), [University-managed](#), [Venture Capital](#)

In an email addressed to the Colorado State University community, it was announced Mon. May 13 that \$1.5 million dollars has been approved for the Colorado State University System Venture Capital Fund.

Martin said he has helped two other Universities through similar programs and has seen great success.

This program is intended to provide funding for ideas that otherwise wouldn't get a second look, according to CSU System Chancellor Mike Martin.

Anyone, even individuals, students and employees can submit ideas to the CSU Systems Office for review, but they must be connected to the CSU community. Kyle Henley, CSU's director of Denver public relations, said this is a way to bring out the ideas that may otherwise, may not surface from those at the university.

"This is a way to tap into this talent to bring up ideas that reside within the CSU system," Henley said.

"The goal of this new venture capital fund from the CSU System is to incubate and nurture ideas, programs and innovations that will make us better and help build a more durable and entrepreneurial university system that will continue to serve Colorado now and in the future," Chancellor Mike Martin wrote in a press release sent to *The Collegian*.

Martin wrote that state funding for higher education has dropped \$160 million since 2009. He said this decrease in state funding is the main reason for the tuition increases at CSU.

With a tuition increase of nine percent for the fall, and the availability of Pell Grants decreasing, the question is raised why this \$1.5 million is not being put towards scholarships.

Martin said that the idea that is approved could generate scholarships but it is up to the CSU community to propose it.

"Maybe it will be a way to reduce expenses in other parts of the university," Martin said.

"We must seek out new ideas and innovations that help the system improve, meet the needs of the next generation of students and support the long-term economic health of Colorado," Martin wrote in his e-mail.

The funding for the Venture Capital Fund is coming from CSU's Global Campus. The Global Campus was created in 2009 to better serve adult learners who cannot come to campus, and as a strategic funding initiative according to Henley.

Martin explained that CSU Global was created with the intent to generate surplus revenue, which is what it is currently doing. This surplus is where the \$1.5 million is coming from.

“(CSU’s System Venture Capital Fund) is meant to bring up some of the better ideas and improve the system as a whole,” Henley said.

Anyone interested in submitting an idea can find the form at the CSU Systems website - www.csusystem.edu. The first round of proposals is due to the CSU System office by June 10, 2013, with funding available after July 1, 2013, according to the email sent to the CSU Community.

INSIDE HIGHER ED

Looking for Bias

June 27, 2013

BY

Colleen Flaherty

Does the University of Colorado need to do a survey to determine that many at the Boulder campus are liberal? And does a liberal-leaning faculty and student body mean that anything is wrong there? Those are among the questions raised by last week's Board of Regents vote to look into political diversity at the system's flagship at Boulder and its three other campuses.

Sue Sharkey and a fellow Republican regent proposed the intellectual “climate survey” during a recent meeting, citing concerns among some University of Colorado faculty and students that a liberal bias chills the free exchange of ideas and negatively affects student learning.

In her remarks, Sharkey said the survey would determine “how well the campuses have implemented the [board's] guiding principle that encourages ‘the rich interchange of ideas in the pursuit of truth and learning, including diversity of political, geographic, cultural, intellectual and philosophical perspectives.’ ”

Without data, she continued, the board “cannot gauge how well it is meeting this goal. Consistent with principles of academic research, rather than relying upon anecdotal evidence or urban legend, this climate survey will tell us where we have succeeded and where we have opportunities to make the University of Colorado stronger.”

In an interview, Sharkey said her concerns about political discrimination in higher education date back at least 17 years, to her son’s own college experience receiving an "F" on a paper because his views on an education issue differed from his professor's (outside the University of Colorado system). Since then, she said, “because of my position and also as a conservative, people have been willing to share their personal stories of discrimination based on their beliefs, but we don’t know how widespread the problem is.” The proposal was inspired by anecdotal evidence rather than any one specific incident, she added.

The resolution passed 8-0, with Michael Carrigan, board chair, abstaining as is his general practice. Carrigan said in an interview that the proposal gained broad support especially after an amendment was passed to include questions about other kinds of diversity -- including gender and ethnicity -- in the survey.

As a graduate of Boulder, Carrigan said he'd heard the "standard allegations about a bias among certain departments and among certain faculty that one hears in many institutions." But there are "a couple regents who have made it more of a priority to have the institution look at ways to broaden intellectual diversity on the campus," he added.

"I want to ensure all students have the opportunity to receive higher quality educational experiences with robust discussions of different ideas and viewpoints."

--*Sue Sharkey, a Colorado regent*

The survey, which Sharkey said would examine students, faculty and curriculum, is designed to map what she sees as the problem. To be developed and executed by an independent company, in conjunction with a university team that includes faculty members, the survey will focus on things like teaching styles and curriculum rather than party affiliation, she said. "I don't believe you need to belong to one political party to teach the philosophical views of another."

The survey is tentatively planned for this fall. It's too early to tell exactly how the data will be applied, but "I want to ensure all students have the opportunity to receive higher quality educational experiences with robust discussions of different ideas and viewpoints," Sharkey said.

Several professors, including Robert F. Nagel, professor of Constitutional law at Boulder, offered remarks in favor of the proposal. Nagel said that although law schools are often liberal, Boulder's is especially so and that "faculty cannot be relied upon, if left to its own devices, to address in any significant way the problem of political homogeneity."

If a study is well-done, Nagel said in an e-mail "it might convince some faculty members that there is a problem (which is widely denied now). It might also cause faculty members to be more careful and thoughtful about hiring, and so on, because of the possibility of public scrutiny."

But, he added, "the problem is largely intractable because of entrenched faculty attitudes."

Mark Bauerlein, a professor of English at Emory University who served as a visiting professor at Boulder last year, also described a liberal bias among faculty in his comments to the board. Although he was invited to the university by board members and the chancellor to develop a set of freshman honors writing courses based on liberal-conservative debate, similar to what he created at Emory, "the Boulder English department proved uninterested in what I was offering," he said.

(In an e-mail, William Kuskin, department chair, disputed that account. "I was very open to his ideas about engaging the students," he said, adding that he suggested Bauerlein participate in a campus lecture series and experiment with new ideas directly in his honors classroom. "What I tried to convey to [Bauerlein] at the time was that we have a process for curricular changes at the University of Colorado Boulder, and logistically it would be quite an undertaking for a visiting professor to introduce a brand-new curriculum.")

Is this a result of someone's agenda? We really don't quite get -- with all the other issues out there -- why this, why now?"

--*Paul Chinowsky, professor of engineering*

The board's vote isn't the first move to address Boulder's liberal reputation; in March, the university announced that Steven Hayward would be its first visiting professor of conservative

thought and policy. In a statement, Hayward called the creation of his position "a bold experiment for the university and me to see whether the ideological spectrum can be broadened in a serious and constructive way."

But the proposal surprised many of Boulder's 1,500 faculty, including Paul Chinowsky, professor of engineering and incoming chair of the Boulder Faculty Assembly.

"I've been here for 12 years and I don't think the issue they're bringing up is the problem they're characterizing it to be," he said. "And I don't think the average faculty member thinks it is.... Is this a result of someone's agenda? We really don't quite get -- with all the other issues out there -- why this, why now?"

Descriptions of Boulder's large faculty body sharing one belief system are "just plain wrong," and likely based on "localized" interactions with specific departments, he added. "If you look across campus, it's actually a very diverse campus."

Still, Chinowsky said he didn't necessarily oppose the survey, other than on grounds of cost in a time of budget constraints (it's expected to run upward of \$40,000). But he wants a better-articulated idea of how the gathered data will be used before the survey begins, lest people view it as a kind of political "witch hunt."

"Let's be very clear about what we're going to do with the findings so that everyone is in agreement about what we're trying to achieve," he said. "Let's prevent any misuse of data, or we're going to create a very confrontational situation."

Carrigan said one possible use for the data is as a "guidepost" to determine whether or not progress toward diversity is made over time.

In her own remarks, Patricia Limerick, professor of a history and faculty chair at Boulder's Center of the American West, said Boulder faculty -- like people in all lines of work -- may be guilty of "confirmation bias," or a predisposition toward ideas similar to their own. She said she didn't oppose the survey but offered the center's practice of inviting diverse speakers to discuss things such as hydraulic fracturing, or "fracking," as a model for the rest of the university to follow.

"You end up with better activities that are more engaging and offer more wide-ranging perspectives," and honor the role of the university as a place for congenial debate, she said in an interview.

Neil Gross, professor of sociology at the University of British Columbia and author of *Why Are Professors Liberal and Why Do Conservatives Care?*, said in an e-mail that while Boulder does have a reputation for progressivism, "I don't know if conservative students there feel any more besieged than do their counterparts at any number of major research universities." Although understanding the student experience is important from a social science and public policy perspective, he added, it remains to be seen whether the survey instrument lives up to "the demands of rigorous social science."

Amy Binder, an assistant professor of sociology at the University of California at San Diego, researched the role campus environments can play in shaping student politics in her recent book, *Becoming Right: How Campuses Shape Young Conservatives*. An unnamed “Western flagship” institution where she did some of her research bears a striking resemblance to Boulder, and students there did report liberal bias from faculty, including “rants” about the Iraq War and jokes about national conservative leaders. Somewhat surprisingly, however, Binder said students said such encounters sharpened their critical thinking skills and often only confirmed their beliefs. Other data show that, while strongly outnumbered, very few conservative faculty and students report being discriminated against for their views.

A survey like the one proposed could nonetheless help enhance the student experience by leading to less-biased instruction where it exists and greater exposure to the “full panoply of human thought,” Binder said. But like Gross, she said its value will be in its rigor. “It seems to me they need to spend lots and lots more money and do qualitative research in classrooms and sections,” on things like textual analysis. “If I’m a liberal and teaching, say, inequality, am I teaching the perspectives of multiple scholars and policy makers, and thinking about the multiple ways inequality can be studied?”

Ultimately, however, Gross said inquiries into the “liberal bias” in higher education, an idea that’s been around since the 1950s, might do more harm than good. “In the short term, amid budget cuts and reorganization of higher education, it could have real impact, at Boulder and elsewhere,” he said, but it’s probably a nonstarter for most students. “Rightly or wrongly, continued focus on the bias issue may send a signal to those uncommitted politically that conservatives and the [Republican party] are anti-intellectual, and more concerned to bash liberal professors and other symbolic enemies than to put forth any meaningful program for securing the country’s future.”

But Bauerlein said the issue is fundamentally about education, not politics. The survey therefore has to be presented as a “genuine inquiry” into curriculum, not personnel.

“I’m not someone who believes in affirmative action for conservative people,” he said. “We need to look at the curriculum and come up with summary judgments. Is it a tendentious one? Then we correct that tendency. If we find conservative backgrounds and ideas have been overlooked, then it’s a failure on the part of the

Read more: <http://www.insidehighered.com/news/2013/06/27/university-colorado-plan-survey-political-climate-draws-mixed-reactions#ixzz2XQrHzS3C>
Inside Higher Ed



Turning Big Ships

July 17, 2013

BY

Doug Lederman

INDIANAPOLIS -- On what one might call the "vulnerability index" -- how higher education institutions shake out in terms of their financial viability in the short- to mid-term -- the universities represented in a session titled "Remaining Nimble in the Face of External Challenges" at the annual meeting of college business officers here Tuesday are some of the lucky ones.

Unlike some smaller and less-differentiated private and public colleges and universities, public flagship universities like the University of California at Berkeley and the University of Illinois and selective (and highly visible) private institutions like the University of Notre Dame are not only going to survive whatever turmoil higher education faces in the next decade or two -- at least -- they're likely to thrive, too.

But that doesn't mean they can stand pat in the face of the many pressures they (like other colleges and universities) are facing: reduced state appropriations for public institutions, public pressure to control (if not lower) tuition, escalating health care and other costs, and many more. So before a room of 200-plus finance administrators at the National Association of College and University Business Officers, leading officials at Berkeley, Illinois and Notre Dame described how they have been "managing through uncertainty," as Patrice DeCorrevont, national head of higher education banking at JPMorgan Chase, described the environment in which they and everyone else in higher education have been operating.

In general, the strategies the universities laid out align with the view, expressed by a majority of business officers in *Inside Higher Ed's* recent survey of campus CFOs, that to the extent institutions want to identify funds to invest in strategic priorities, they're going to have to do so by reallocating savings from existing operations rather than finding pots of new revenue. "There are diminished prospects for revenue growth," said DeCorrevont. "Most of the low-hanging fruit was figured out in 2009. What's needed now, by and large, are deeper and more structural changes."

Certainly the public institutions have already changed their student mixes to deal with the wave of budget cutbacks they faced in the wake of the 2008 downturn. As Berkeley saw the proportion of its budget provided by California shrink to 12 percent from nearly 30 percent, it imposed hefty tuition increases (much to the consternation of students) and increased out-of-state enrollment to the state-imposed maximum of 20 percent, said Erin Gore, associate vice chancellor and CFO there. Domestic out-of-state students now make up 14 percent of the undergraduate enrollment at Illinois's flagship Urbana-Champaign campus -- and international students a whopping 20

percent, said Peter Newman Jr., senior assistant vice president for treasury operations at the Illinois system.

The institutions are exploring other avenues for increasing revenue, but much of the focus now, as the officials described it, is on increasing administrative efficiency to redirect funds to academic and other strategic purposes.

Gore of Berkeley described a philosophy of trying to make "fundamental changes in the things that aren't what make us great" -- information technology, finance, human resources -- to protect and improve the academic and research programs that are at the university's core.

Through the university's "shared services" initiative, it is slowly centralizing campus operations in those functional areas (IT, HR, etc.), and building support for the effort by "tie[ing] changes" to some of the university's top-level priorities, such as strengthening financial aid for low-income and middle-class students, Gore said. "As we move people out of rental space, out of offices, we've demonstrated that they paid for a quarter to half of our middle-class access program." In that vein, Gore said that university officials have sometimes framed their thinking about whether the cost of certain administrative operations can be justified by asking, "Would you want a middle-class family to have to take out a loan to pay for this?" In most cases, that tends to build support for change that might free up funds to help students or for other purposes.

Officials at Notre Dame have also centralized numerous administrative functions, said John Sejdinaj, the vice president for finance there, and made significant changes in purchasing and procurement. The university is now engaging in an exercise aimed at reducing the number of layers between the president and the lowest-level employees in various departments and units, to "take out the middle layers."

The administrators from Berkeley and Illinois also said their institutions were taking a close look at auxiliary service operations such as dining, housing and recreation, reflecting a commonly discussed theme at the business officers' meeting this week. Berkeley's Gore, for instance, said the university had directed its housing operation to ensure that, even as labor costs rise, the prices charged to students do not rise. Many colleges have allowed their room and board charges to rise sharply, even as they try to rein in the tuition prices about which policy makers and the public are becoming more vigilant.

Read more: <http://www.insidehighered.com/news/2013/07/17/even-healthy-universities-make-big-changes-free-funds-priorities#ixzz2ZL0cZXsb>
Inside Higher Ed