

**BOARD OF GOVERNORS**  
**Board of Governors Committee and Board Meetings**  
**February 8-9, 2012**

**Pueblo Convention Center**  
**320 Central Main Street**  
**Pueblo, Colorado**

**WEDNESDAY, February 8, 2012**

**COMMITTEE MEETINGS**

<b>Commence Committee Meetings – Call to Order</b>	<b>1:30 p.m. – 5:00 p.m.</b>
Audit Committee (Scott Johnson, Chair) ( <i>1 hr.</i> )	1:30 p.m. – 2:30 p.m.
Finance Committee (Don Elliman, Chair) ( <i>1 hr.15 min.</i> )	2:30 p.m. – 3:45 p.m.
Real Estate/Facilities Committee (Ed Haselden, Chair) ( <i>1 hr. 15 min.</i> )	3:45 p.m. – 5:00 p.m.
<b>Board of Governors Dinner on CSU-Pueblo Campus</b>	<b>6:30 p.m.</b>

**THURSDAY, February 9, 2012**

<b>Breakfast for the Board of Governors</b>	<b>7:30 a.m. – 8:00 a.m.</b>
<b>COMMENCE MEETING - CALL TO ORDER</b>	<b>8:00 a.m. – 2:00 p.m.</b>
<b>1. PUBLIC COMMENT</b> ( <i>5 min.</i> )	8:00 a.m. – 8:05 a.m.
<b>2. BOARD CHAIR’S AGENDA</b> ( <i>30 min.</i> )	8:05 a.m. – 8:35 a.m.
<b>3. EXECUTIVE SESSION</b> ( <i>1 hr. 30 min.</i> )	8:35 a.m. – 10:05 a.m.
<b>4. FACULTY&amp; STUDENT REPRESENTATIVES’ REPORTS</b>	10:05 a.m. – 10:45 a.m.
A. <u>Faculty Reports</u>	
• CSU-Pueblo: Faculty Report ( <i>10 min.</i> )	
• CSU-Fort Collins: Faculty Report ( <i>10 min.</i> )	
B. <u>Student Reports</u>	
• CSU-Pueblo: Student Report ( <i>10 min.</i> )	
• CSU-Fort Collins: Student Report ( <i>10 min.</i> )	
<b>5. STRATEGIC PLAN UPDATES</b> ( <i>15 min.</i> )	10:45 a.m. – 11:00 a.m.
<b>6. PRESIDENTS’ REPORTS and CAMPUS UPDATES</b>	11:00 a.m. – 12:00 p.m.
A. <b>CSU-Pueblo:</b> President’s Report – Presented by Lesley Di Mare ( <i>15 min.</i> )	
B. <b>CSU-Global:</b> President’s Report – Presented by Becky Takeda-Tinker ( <i>15 min.</i> )	
C. <b>CSU-Fort Collins:</b> President’s Report – Presented by Tony Frank ( <i>30 min.</i> )	
<b>BREAK</b>	12:00 p.m. – 12:10 p.m.
<b>7. COMMITTEE REPORTS AND RESOLUTIONS and working lunch</b>	12:10 p.m. – 1:20 p.m.

- A. **Academic Affairs Committee** (Dorothy Horrell, Chair) (30 min.)
  - PWR Endorsed Diploma
- B. **Audit Committee** (Scott Johnson, Chair) (10 min.)
- C. **Real Estate/Facilities Committee** (Ed Haselden, Chair) (10 min.)
- D. **Finance Committee** (Don Elliman, Chair) (10 min.)
- E. **Chancellor Search Advisory Committee** (Joseph Zimlich) (10 min.)

**8. CONSENT AGENDA** (5 min.) 1:20 p.m. – 1:25 p.m.

A. CSU State University System

- Approval of December 2011 Finance Committee Meeting Minutes
- Approval of December 2011 Audit Committee Meeting Minutes
- Approval of December 2011 Student Affairs Committee Meeting
- Approval of December 2011 Real Estate/Facilities Committee Meeting Minutes
- Approval of December 2011 Academic Affairs Committee Meeting Minutes
- Approval of January 2012 Academic Affairs Committee Meeting Minutes
- Approval of December 2011 Board of Governors Regular Meeting Minutes

B. CSU-Fort Collins

- New Degree Program: Plan C Master of Professional Natural Sciences – College of Natural Sciences
- Sabbatical Leave Reports
- Faculty Emeritus Appointments
- Non-delegable Personnel Items

C. CSU-Global

- Spring 2012 A Graduates

**9. INSTITUTIONAL DISCUSSION ITEMS** (30 min.) 1:25 p.m. – 1:55 p.m.

- CSUS Legislative Update

**10. BOARD CHAIR AGENDA** (continued) (5 min.) 1:55 p.m. – 2:00 p.m.

**11. ADJOURNMENT** **2:00 p.m.**

**Next Board of Governors Meeting: Board Committees and Board Meeting – May 1-2, 2012, Fort Collins, Colorado**

**APPENDIX**

PLEASE NOTE in the Appendix you will find:

- Construction Status Reports
- Readings on Higher Education

**BOARD OF GOVERNORS**  
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Real Estate/Facilities Committee (Ed Haselden, Chair) <i>(1 hr. 15 min.)</i>	3:45 p.m. – 5:00 p.m.
<b>Board of Governors Dinner on CSU-Pueblo Campus</b>	<b>6:30 p.m.</b>

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
AUDIT COMMITTEE MEETING AGENDA  
FEBRUARY 8, 2012**

**Board Members: Scott Johnson, Mary Lou Makepeace, Penfield Tate III, Eric Berlinberg**

**Staff: Allison Horn**

1. Discussion of CSU System Financial Statement Audit (10 minutes)  
(Allison Horn)
2. Status of FY 11-12 Audit Plan (5 minutes)  
(Allison Horn)
3. Status of past due recommendations (15 minutes)  
(Allison Horn)
4. Current Audits (15 minutes)  
(Allison Horn)
5. Current Events of Internal Auditing office (10 minutes)  
Questions from the Committee

The order and specific times of consideration of Agenda Items is subject to change. New items may be added in accordance with Board of Governors Policy.

**COLORADO STATE UNIVERSITY SYSTEM**  
**DEPARTMENT OF INTERNAL AUDITING FY 2011-12**  
**AUDIT PLAN AS OF FEBRUARY 8, 2012**

<b>Audit</b>	<b>Institution</b>	<b>Status</b>
<b>Carry-forward from FY 10-11</b>		
Athletics Department: Administrative and Financial Review, FY2011	CSU	Report 12-01
CSU Health Network	CSU	Report 12-02
IT Change Controls	CSU	Report 12-03
Accounts Receivable	CSUP	Report 12-04
Sport Clubs	CSU	Report 12-05
CSU Extension	CSU	Report 12-06
Kuali Implementation	CSU	Fieldwork
College of Veterinary Medicine and Biomedical Sciences (Biomedical Sciences Department)	CSU	
Athletics - Internal Control Review	CSUP	
Supplemental Pay	CSUP	Fieldwork
Student Activities/Student Organizations	CSUP	
Student Financial Services	CSU-GC	
<b>New for FY 11-12</b>		
Parking Services	CSU	Report 12-07
Research Innovation Center	CSU	Deferred until next year
Lory Student Center	CSU	
ASCSU-Internal Controls	CSU	Fieldwork
College of Applied Human Sciences-Dean's Office Transition	CSU	Fieldwork
Property Management (Business and Financial Services self-assessment)	CSU	Fieldwork
NCAA Compliance Areas	CSU	
IT Disaster Recovery	CSU	
RamTech	CSU	
Consultation on Consolidation work	CSU	Ongoing
<b>Special Review</b>		
Allegation of Inappropriate Time Sheets of the Counseling Center	CSUP	Memo to CSUP President 10/14/11
Review of Stonewall FPD and Long Canyon VFD Fire Invoices	CSU	Memo to Management 11/23/11
Cell Phone Use - Dept Head - Human Dimensions in Natural Resources	CSU	Memo to Management 12/30/11
MIP Product Development and Manufacturing Core	CSU	Memo to OGC 1/27/12

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

AUDIT COMMITTEE – REPORT ON FY11-12 AUDIT PLAN

FEBRUARY 8, 2012

The following reports have been issued since the last meeting of the Audit Committee

**Audit of Parking Services - CSU**

**Objectives were to:**

1. Ascertain that adequate internal controls exist and are in practice on a daily basis.
2. Ascertain that administrative and financial policies and procedures exist and are being followed, and that University policies and procedures are followed.
3. Determine whether clear lines of organizational authority exist and whether self-evaluation techniques are used to measure program and management effectiveness.
4. Review the Strategic Plan to ensure the goals can be measured, that management reviews the plan on an on-going basis, and that the plan integrates with the University's plan.

**Recommendations**

1. The Director of Parking Services should implement an annual inventory count procedure for all physically held parking permits.  
*Response: Agree. The main inventory of permits and individual cashier inventories will be subject to a quarterly count by the accounting staff. We will also implement a year-end inventory count of all permits as part of our year-end closeout procedures. Target date for implementation: March 31, 2012.*
2. Due to the monetary value represented by parking permits, the Director of Parking Services should ensure that parking permit inventory is secured at the cashier's stations and treated as a monetary item and part of the cashiers' daily balancing procedure.  
*Response: Agree. Each cashier will have a small lock box with a limited number of permits assigned to them. At the end of each day they will complete a log sheet of permits sold (or added) to their inventory, which will be turned into the accounting staff for review, along with their regular cashier work. Target date for implementation: February 29, 2012.*
3. The Director of Parking Services should ensure that procedure manuals are developed for the department, and that provision is made for updating of these manuals as changes occur.  
*Response: Agree. We will complete procedure manuals for the cashier, accounting, and enforcement functions within the department. Target date for implementation: February 1, 2013.*
4. The Director of Parking Services should enable the cashiers to access the Flex Parking System work processed data. This will enable the cashiers to determine whether an "in-balance" condition exists when compared with the Daily Cash Out Balance Sheet totals. This would provide an independent internal control in addition to the cash drawer being recounted (and subsequent balancing to daily work) by two or in some cases only one accounting technician.  
*Response: Agree with the concern noted and will implement an alternative plan to address it. Cash drawers will be counted in the safe room (with video surveillance). We will restrict the ability of the accounting technicians to change any amounts on the Daily Cash Out Balance Sheets that have been submitted by the cashiers. Instead they will note*

AUDIT COMMITTEE – REPORT ON FY11-12 AUDIT PLAN

FEBRUARY 8, 2012

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

**AUDIT COMMITTEE – REPORT ON FY11-12 AUDIT PLAN**

**FEBRUARY 8, 2012**

*any differences in writing on the Daily Cash Out Balance Sheets and submit them to the Associate Director of Budgets and Administration for review the next business day.*

*Target date for implementation: **March 31, 2012.***

5. The Director of Parking Services should institute a change in the system whereby citations cannot be voided at the cashier's window without supervisory authorization.  
*Response: Agree. When a customer is at the cashier's window and a citation is to be voided, the cashier will need to get an accounting staff member or administrator to complete processing the void. Target date for implementation: **February 29, 2012.***
6. The Director of Parking Services should ensure that all human resource related records are centralized and maintained by the Accounting Technician III.  
*Response: Agree. The Accounting Technician III will be the official curator of all departmental human resources related documents. Target date for implementation: **February 29, 2012.***
7. The Associate Director of Parking should review the detailed list of Observations with the appropriate PCard holders, and take steps to ensure that similar errors are not made for future transactions.  
*Response: Agree. A Purchase Request form, containing detailed information about the purchase, and the approval signature of the cardholder's supervisor, will be required for all PCard purchases. Target date for implantation: **February 29, 2012.***
8. The Director of Parking Services should issue a reminder to all personnel to properly complete the form. The form should also be modified to incorporate a reason for the refund, which would provide more thorough information to management.  
*Response: Agree. Staff will be reminded to ensure that the customer section of the form is properly completed before accepting the form. Additionally, the form is being revised to provide more useful information. Target date for implantation: **February 29, 2012.***

AUDIT COMMITTEE – REPORT ON FY11-12 AUDIT PLAN

FEBRUARY 8, 2012



# 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
09-07	Financial Aid	1/28/2009	CSU-P	1	B. Ensure current job descriptions for all employees within SFS.	Controller will work with Director of HR to insure all positions have current job description on file.	Business Financial Services	6/30/2009	2/28/2012	There are still a few that remain to be updated. They are in Human Resources for review.
09-07	Financial Aid	1/28/2009	CSU-P	3	A. Ensure student applicants who choose not to provide SSN receive timely communication regarding financial aid award.	Controller is working with IT and the AVP for Enrollment to determine possible solutions.	Business Financial Services	6/30/2009	6/1/2012	A manual approach is being used by Student Financial Services. No automated approach considered to date is believed to be workable. VPFA, Controller, AVP Enrollment Mgmt, and ITS to make another attempt to find an automated approach.
09-11	Sales Tax/UBIT	6/4/2009	CSU-P	2	F. Ensure that CSUP community understands identification and handling of UBIT activities	Director of BFS and AP Technician will develop and disseminate guidelines		6/30/2010	6/30/2012	Controller's office will provide training to the various University units.
09-11	Sales Tax/UBIT	6/4/2009	CSU-P	1	A. Develop and disseminate guidance to departments on handling and documentation of sales tax.	Director of BFS and AP Technician will develop and disseminate guidelines	Business Financial Services	6/30/2010	6/30/2012	Controller emailed information to campus. The Controller's office will be providing training.



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.	CVMBBS, 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	2	Telecommunications should analyze the administrative fee and the personal usage percentage charge to ensure they are in line with actual costs to the program.	These fees and charges will be reevaluated in the new cell phone program.	Telecommunications	6/30/2011	8/1/2012	Cell phone RFP has gone out. Vendor presentations in January. On track to have a new plan in place by the next fiscal year.
10-17	Telecommunications - Cell Phones	6/30/2010	CSU	1	Telecommunications should develop and document procedures for granting blanket exceptions to departments.	Telecommunications plans to revamp the cell phone program in FY11 and blanket exemptions will be clearly addressed in the procedures.	Telecommunications	6/30/2011	8/1/2012	Cell phone RFP has gone out. Vendor presentations in January. On track to have a new plan in place by the next fiscal year.
11-04	Time and Effort Certification	1/28/2011	CSU	4	The Director of OSP should work with the Director of HRS to formalize a training program on time and effort certification requirements.	HRS will have the Payroll Manager coordinate with OSP to formalize a training program for campus.	Office of Sponsored Programs	12/31/2011	3/31/2012	PDI session held in January. Issue will be on the February Council of Research Associate Deans and CAAG agendas. Based on input from these groups we'll determine how to proceed with future training sessions.

Audit Number	Audit Name	Report Date	Institution	Rec No	Recommendation	Audit Report Response	Department	Target Completion Date	Revised Target Completion Date	Current Response
11-06	Continuing Education Audit	4/28/2011	CSU	4	Work with the Associate VP for Finance to develop a reserve fund policy. Ensure that DCE works with Business and Financial Services to update FPI H-10.	Agree. Will articulate a policy and approval system for surplus funds and will communicate plans for future investment of reserve funds. Will work with BFS to update FPI H-10.	Continuing Education	12/31/2011	N/A	

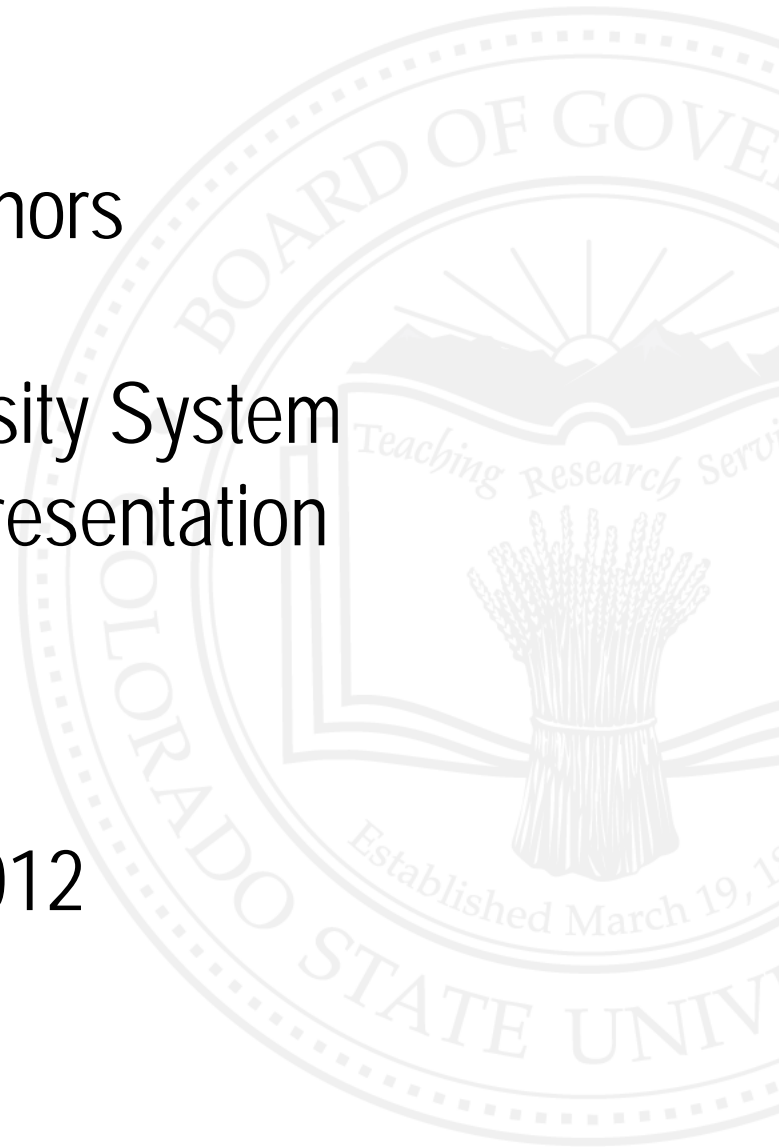
**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
FINANCE COMMITTEE MEETING AGENDA  
February 8, 2012**

- 1. *Discussion/Presentation*** – Campus and system office FY 2013 budget update  
Frank/DiMare/Takeda-Tinker/Schweigert **20 min**
- 2. *Discussion/Presentation/Action*** – Review and adoption of resolution authorizing the  
Bond financing team with concurrence of each campus to refinance bonds from previous  
bond sales that generate an aggregate net present value savings of 3% or greater  
Schweigert/Osika **10 min**
- 3. *Discussion/Presentation/Action*** – Review and adoption of the 5<sup>th</sup> Supplemental  
Bond Resolution and financing documents for Series 2012A bonds –  
Schweigert/Osika **20 min**
- 4. *Discussion/Presentation*** - FY 2012 2<sup>nd</sup> quarter consolidated income statement  
Schweigert **15 min**
- 5. *Discussion/Presentation/Action*** – Banking contract/indemnification issues  
Nosler/Jason Johnson **10 min**

Board of Governors  
of the  
Colorado State University System  
Finance Committee Presentation

February 8, 2012

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



# Agenda Item 1

## Campus Budget Updates

### DISCUSSION

# Agenda Item 2

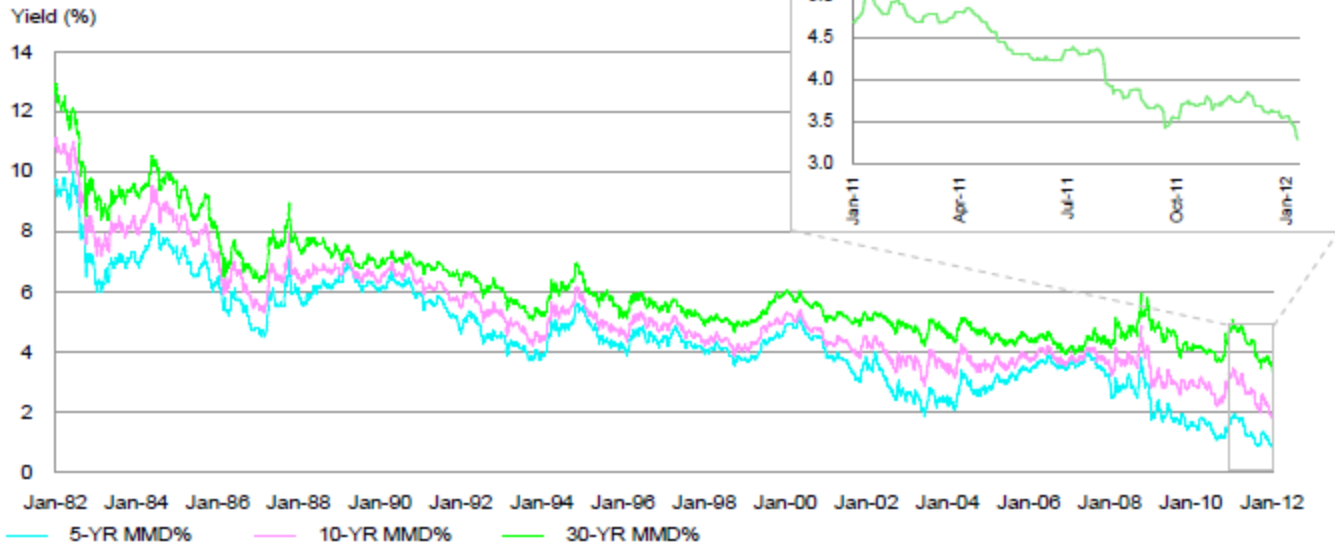
## Review and Adoption of Resolution Authorizing Refinance of Bonds from Previous Bond Sales

# System Enterprise Revenue Refunding Bonds Mid-January Bond Market Conditions

## Municipal Yields Near All-Time Lows

Ratios Remain at Elevated Levels

### AAA MMD Rates Over Time




# System Enterprise Revenue Refunding Bonds Potential Refinancing Opportunities

## Summary of Outstanding Debt

As of January, 2012

Series	Lien	Settlement Date	Maturity Range	Original Par (\$000)	Outstanding Par (\$000)	Federal Tax-Status	Advance Refundable
2003A	Prior	2/11/03	3/1/12-17	15,615	5,935	Exempt	No
2003B	Prior	4/30/03	3/1/12-35	20,535	18,155	Exempt	Yes
2005B	Prior	6/7/05	3/1/12-35	45,200	42,775	Exempt	Yes
2007A	Parity	9/6/07	3/1/20-37	160,665	160,665	Exempt	Yes
2007B	Parity	9/6/07	3/1/12-21	34,260	19,460	Exempt	No
2007C	Parity	9/6/07	3/1/13-20	15,120	15,120	Taxable	Yes
2008A	Parity	6/19/08	3/1/12-38	83,285	82,125	Exempt	Yes
2009A	Parity	3/18/09	3/1/12-39	56,090	56,090	Exempt	Yes
2010A	Parity	8/12/10	3/1/13-20	25,330	25,330	Exempt	Yes
2010B	Parity	8/12/10	3/1/21-33	40,335	40,335	Taxable	Yes
2010C	Parity	8/12/10	3/1/33-40	33,250	33,250	Taxable	Yes
Total					499,240		

 Potential Refunding Candidates

A refunding of up to \$200 million of the \$366 million of bonds identified above may result in an aggregate net present value savings of 3% of the refunded bonds, given market conditions in January.



Stretch Goal or Strategic Initiative: Goal One and Three

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Approved

**MATTERS FOR ACTION:**

Authorization for Issuance of: System Enterprise Revenue Refunding Bonds.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors hereby authorizes the System CFO, in conjunction with the CSU-Fort Collins and CSU-Pueblo campuses, to structure a System Enterprise Revenue Refunding Bond issuance, provided that such bond issuance provides an aggregate net present value savings of no less than 3% of the refunded bonds.

**FURTHER MOVED**, that the Board hereby authorizes the Chief Financial Officer of the System to approve modifications to the Fifth Supplemental Bond Resolution and other documents described therein or necessary to close the sale of the System Enterprise Revenue Refunding Bonds, (collectively, the "Transaction Documents") to the extent appropriate to obtain favorable execution or as otherwise financially advantageous to the System as determined by the Chief Financial Officer.

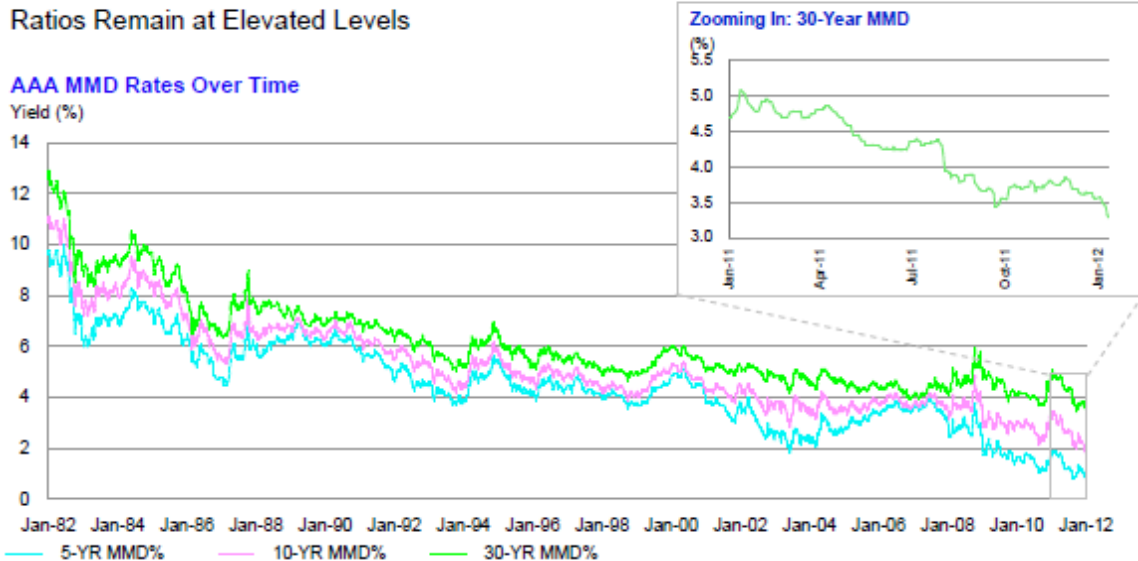
**EXPLANATION:**

Presented by Richard Schweigert, Chief Financial Officer, Colorado State University System

The municipal bond market has experienced very strong start in 2012. Bond interest rates have fallen by up to 41 basis points thus far this year. On January 12, 2012 rates dropped to historical lows which have not been seen in the past thirty years.

## Municipal Yields Near All-Time Lows

Ratios Remain at Elevated Levels



This recent drop in rates has led to numerous refunding opportunities on our outstanding debt. In order to fully discuss these opportunities with the campuses, to fully analyze these opportunities and structure a refunding bond issue that provides maximum benefit to the campuses, we are requesting the Board's approval to develop a System Enterprise Revenue Refunding Bond that will be sold as soon as practical in order to take advantage of the savings opportunities available in this current bond market, without having to bring forth the usual board agenda items in a future meeting(s).

Preliminary analysis has indicated that potentially up to \$200 million of outstanding bonds may be economically refunded at this time. This amount would represent approximately 40% of our total outstanding debt portfolio.

Such a refunding would only be conducted if a minimum aggregate net present value savings of 3% of the refunded bonds can be achieved. The Board's Debt Management Policy stipulates that any refinancing must provide positive savings only. Therefore the 3% savings figure is a more conservative hurdle.

Approval of this item, will allow the System Office to pursue a System Enterprise Revenue Refunding Bond issue, sell the bonds and close the transaction, provided a favorable savings level is achieved.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Ed Haselden, Secretary

\_\_\_\_\_  
Date

Agenda Item 3  
Review and Adoption of Plan of the 5<sup>th</sup> Supplemental  
Bond Resolution and Financing Documents for  
Series 2012A

# Series 2012A Bonds

No changes have been made to the Plan of Finance that was presented to the Board at the December, 2011 meeting.

The Series 2012A Bonds will deliver \$131,900,000 for the following projects:

Lory Student Center Revitalization	Fort Collins	\$60,000,000
Academic Village North	Fort Collins	57,000,000
Animal Sciences Building Expansion	Fort Collins	7,500,000
Engineering II	Fort Collins	4,000,000
Walking Stick Apartment Refinancing	Pueblo	3,400,000

## Series 2012A Bonds

### Issuance details (as presented at the December, 2011 Board meeting)

Financing Team:	<i>Senior Managing Underwriter</i>	Royal Bank of Canada (RBC)
	<i>Co-Managing Underwriter</i>	Morgan Stanley
	<i>Financial Advisor</i>	North Slope Capital Advisors
	<i>Bond Counsel</i>	Kutak Rock LLP
	<i>Paying Agent</i>	Wells Fargo
Bond Maturity:	30 years (32 years for LSC)	
Rate:	Fixed rate	
Debt Service:	Level debt service for each project	
Capitalized Interest:	Included for three projects (LSC, AVN and Animal Sciences)	
Reserve Fund:	None required	
Pledged Revenues:	System Enterprise pledged revenues	
Ratings:	Anticipate affirmation of underlying ratings from Moodys (Aa3) and S&P (A+)	
Bond Insurance:	None	
	Will use State Intercept Program in lieu of bond insurance to provide for a Aa2 market rating.	

# Series 2012A Bonds

## Fifth Supplemental Bond Resolution - Summary

- Authorizes the Chief Financial Officer to sell the 2012A Bonds on behalf of the Board with a maximum principal amount of \$150,000,000, a maximum true interest cost not to exceed 6.0% and a maturity not later than March 1, 2044 (collectively, the “parameters”).
- Approves and authorizes the use of the Preliminary Official Statement (POS) in connection with the sale of the Bonds.
- Authorizes the Chair of the Board and/or the Chancellor of the System to determine when the POS is deemed final and to execute and deliver the Official Statement; and
- Authorizes the Chief Financial Officer to accept and execute the Transaction Documents.

# Series 2012A Bonds Bond Issuance Timeline

## February 2012 Board of Governor's Meeting:

Present Fifth Supplemental Resolution (defining the parameters within which the bond sale may be conducted).

Make Preliminary Official Statement (POS) available to the Board for review.

Make additional legal documents necessary to complete the financing available for Board review.

## February 22 (tentative):

Conduct bond sale.

## March 1 (tentative):

Close transaction and receive proceeds.



Stretch Goal or Strategic Initiative: Goal One and Three

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Approved

**MATTERS FOR ACTION:**

Approval of Issuance of: System Enterprise Revenue Bonds, Series 2012A.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors hereby approves and adopts The Board of Governors of the Colorado State University System Fifth Supplemental Resolution (“Fifth Supplemental Bond Resolution”) authorizing the issuance of Tax-Exempt System Enterprise Revenue Bonds, Series 2012A, substantially in the form attached hereto and incorporated herein by this reference;

**FURTHER MOVED**, that the Board hereby determines that it will accept on behalf of the System, guarantee of timely payment of principal of and interest on the System Enterprise Revenue Bonds, Series 2012A by the State Treasurer pursuant to C.R.S. Section 23-5-139 and directs the Chief Financial Officer of the System to file with the State Treasurer a copy of the Fifth Supplemental Bond Resolution, and the name, address and telephone number of the 2012A Paying Agent.

**FURTHER MOVED**, that the Board hereby authorizes the Chief Financial Officer of the System to approve modifications to the Fifth Supplemental Bond Resolution and other documents described therein or necessary to close the sale of the System Enterprise Revenue Bonds, Series 2012A (collectively, the “Transaction Documents”) to the extent appropriate to obtain favorable execution

or as otherwise financially advantageous to the System as determined by the Chief Financial Officer.

EXPLANATION:

Presented by Richard Schweigert, Chief Financial Officer, Colorado State University System

**PRIOR ACTION OF THE BOARD**

Single Enterprise Status

At its May 2, 2007 meeting, the Board of Governors re-adopted a resolution (originally adopted October 7, 2006) designating Colorado State University and Colorado State University-Pueblo as a single enterprise. This designation has been reviewed and certified by the Office of the State Auditor and Legislative Audit Committee.

Master Bond Resolution

On June 20, 2007 the Board adopted the Master Bond Resolution, which created a legal structure pursuant to which subsequent future “supplemental resolutions” are adopted by the Board to authorize the issuance of specified bonds to fund specified projects. The Master Bond Resolution defined the revenues to be pledged at the System level for any bonds subsequently authorized by supplemental resolution, set forth general terms and conditions applicable to future bond issues including how such bonds may be authorized, issued, redeemed and executed, the use of bond proceeds generally, administration of and accounting for bond revenues generally, terms pertaining to the issuance of additional bonds, bondholders’ privileges, rights and remedies, and defined the System’s covenants with respect to bonds issued by supplemental resolution under the Master Bond Resolution. The Master Bond Resolution provides a flexible structure to facilitate a variety of future bond issues over time, although it may be amended if financial conditions and/or available financial products warrant changes in the future.

First Supplemental Resolution – 2007A-C Bonds

The First Supplemental Resolution authorized the sale of the System Enterprise Series 2007A-C Bonds in order to finance the 2007

Improvement Projects and the 2007 Refunding Project. The 2007 Improvement Projects included:

<u>Project</u>	<u>Campus</u>	<u>Proceeds</u>
Academic Instruction Building	CSU	\$45,000,000
Research Innovation Center	CSU	52,000,000
Athletics Facilities	CSU	20,000,000
University Center for the Arts	CSU	15,006,900
Computer Science Building	CSU	12,993,100
Rockwell Hall Addition	CSU	8,000,000
RBRF MMAP Building	CSU	4,615,927
Chiller Plant	CSU	2,800,000
Greenhouse and Research Space	CSU	1,550,000
Animal Research Infrastructure	CSU	1,500,000
Research Campus Renovations	CSU	1,400,000
Student Recreation Center	CSU-Pueblo	<u>10,116,387</u>
Total 2007 Improvements Projects		\$174,982,314

Second Supplemental Resolution – 2008A Bonds

The Second Supplemental Resolution authorized the sale of the System Enterprise Series 2008A Bonds in order to finance the 2008 Improvement Projects, which included the following projects:

<u>Project</u>	<u>Campus</u>	<u>Proceeds</u>
Academic Village Phase 1B	CSU	\$22,144,617
Lake Street Parking Garage	CSU	21,600,000
Student Recreation Center	CSU	32,122,697
Academic Computing Center	CSU	<u>1,998,000</u>
Total 2008 Improvements Projects		\$77,865,314

Third Supplemental Bond Resolution – 2009A Bonds

The Third Supplemental Bond Resolution authorized the sale of the System Enterprise Series 2009A Bonds to finance the following projects:

<u>Project</u>	<u>Campus</u>	<u>Proceeds</u>
CSU-Pueblo Housing Project	CSU-Pueblo	\$49,507,547
CIRA Facility Expansion	CSU	<u>1,200,000</u>

Total 2009A project funds \$50,707,547

Fourth Supplemental Bond Resolution – 2010A, 2010B and 2010C Bonds

The Fourth Supplemental Bond Resolution authorized the sale of the System Enterprise Revenue Bonds Series 2010A-C to finance the following projects:

<u>Project</u>	<u>Institution</u>	<u>Estimated Cost</u>
Engineering II	CSU	\$40,000,000
Braiden/Parmalee Addition	CSU	26,000,000
Library Expansion/Renovation	CSU	16,400,000
Classroom Renovations/Upgrades	CSU	10,000,000
Lory Theatre Repairs/Renovations	CSU	<u>6,000,000</u>
Total 2010A-C project funds		\$98,400,000

**CURRENT ACTION OF THE BOARD**

The Fifth Supplemental Resolution

The Fifth Supplemental Bond Resolution authorizes the sale of the System Enterprise Revenue Bonds, Series 2012A, on a parity basis with the Series 2007A-C, the 2008A, the 2009A and the 2010A-C Bonds, to finance the following projects:

<u>Project</u>	<u>Institution</u>	<u>Estimated Cost</u>
Lory Student Center Revitalization	CSU	\$60,000,000
Academic Village North	CSU	57,000,000
Animal Sciences Building Expansion	CSU	7,500,000
Engineering II Building	CSU	4,000,000
Walking Stick Apartments Refinancing	CSU-P	<u>3,400,000</u>
Total Series 2012A project funds		\$131,900,000

The Fifth Supplemental Resolution also:

- Authorizes the Chief Financial Officer to sell the 2012A Bonds on behalf of the Board with a maximum principal amount of

\$150,000,000, a maximum true interest cost not to exceed 6.0% and a maturity not later than March 1, 2044 (collectively, the “parameters”).

- Approves and authorizes the use of the Preliminary Official Statement (POS) in connection with the sale of the Bonds.
- Authorizes the Chair of the Board and/or the Chancellor of the System to determine when the POS is deemed final and to execute and deliver the Official Statement; and
- Authorizes the Chief Financial Officer to accept and execute the Transaction Documents.

Drafts of the Transaction Documents, including the Fifth Supplemental Bond Resolution, and the Preliminary Official Statement, have been made available for inspection and review by all Board members. Once the bonds are sold, the final form of the Transaction Documents will be signed by the authorized representatives of the Board, and others as appropriate, and will be filed with the Chief Financial Officer of the System.

It is anticipated that the Bonds will be priced on February 22, 2012 and the transaction will be closed (proceeds will be available) on March 1, 2012. RBC Capital Markets will act as Senior Managing Underwriter for this sale, with Morgan Stanley participating in the selling group.

#### CRS 23-5-139 – State Intercept Program

During the 2008 Session, the General Assembly passed Senate Bill 08-245, referred to as the “State Intercept Program,” which is codified at CRS Section 23-5-139. It applies to bonds issued after its effective date.

The State Intercept Program requires the State Treasurer to pay principal of and interest on revenue and refunding bonds issued by state institutions of higher education if the institution does not make such payment.

If the State Treasurer makes any such payments, it is directed to recover the amount of such payments by withholding amounts from the institution’s Fee for Service contract with the Department of Higher Education and from any other “state support” for the institution and unpledged tuition collected by the institution. This program is intended to enhance the rating of bonds issued by state institutions of higher education, and thereby reduce borrowing costs.

The State Intercept program has been utilized once by the CSU System, for the 2009A Bonds. Issuers who choose to utilize the State Intercept Program to back their bond sale will effectively receive the Program's expected Aa2 (double A quality) rating in the bond marketplace versus their own stand alone "unenanced" rating. This results in interest cost savings to the issuer due to the higher quality of the improved rating. By utilizing the State Intercept Program on our upcoming financing, the CSU System expects to realize a full one step increase in rating from our current underlying rating of Aa3 to the State Intercept Program rating of Aa2 when we market our bonds.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Ed Haselden, Secretary

\_\_\_\_\_  
Date

Agenda Item 4  
Review of FY12 2<sup>nd</sup> Quarter Consolidated Income  
Statement

**Colorado State University - System Roll-Up**  
**Income Statement - All Funds - Three Year Trend - GAAP Basis**

	FY 2010	FY 2011	FY 2012	FY 2012	FY 2012	%
	Actual	Actual	Original Budget	December 31, 2011 Actual	Adj. Annual Budget	Variance
<b>Revenues</b>						
Tuition & Fees	253,821,832	296,884,158	336,743,235	173,727,229	173,523,269	0.12%
Fee for Service	38,798,216	87,609,997	67,386,773	33,693,384	33,693,387	0.00%
Grants & Contracts	264,725,308	294,642,102	307,693,000	149,421,081	154,117,044	-3.05%
Sales & Services of Educational Departments	23,262,218	22,709,437	24,844,294	11,794,880	12,191,331	-3.25%
Sales & Services of Auxiliary Enterprises	127,148,118	135,653,794	143,970,829	71,165,888	72,894,715	-2.37%
Other Sources	5,752,906	6,105,637	5,804,774	3,396,849	3,322,157	2.25%
<b>Total Revenues</b>	<b>713,508,597</b>	<b>843,605,125</b>	<b>886,442,905</b>	<b>443,199,311</b>	<b>449,741,902</b>	<b>-1.45%</b>
<b>Expenditures</b>						
Instruction	226,367,436	222,890,733	225,090,738	111,141,402	109,987,303	1.05%
Research	175,959,777	182,451,385	187,258,760	86,102,695	89,277,409	-3.56%
Public Service	81,757,533	97,867,829	91,370,542	44,887,776	43,533,362	3.11%
Academic Support	54,630,131	58,373,187	60,772,992	29,181,711	28,865,160	1.10%
Student Services	29,387,379	33,108,729	35,099,052	17,467,536	17,247,806	1.27%
Institutional Support	45,157,399	41,914,721	42,729,471	25,035,422	24,242,671	3.27%
Operation of Plant	54,402,995	52,837,447	54,610,446	27,702,445	27,779,130	-0.28%
Scholarships & Fellowships	16,491,442	16,608,005	18,201,197	9,200,080	9,373,776	-1.85%
Auxiliary Expenditures	111,247,859	119,083,027	122,649,646	60,028,094	61,984,940	-3.16%
Depreciation	47,592,912	54,290,294	63,074,182	31,343,023	31,537,091	-0.62%
Other Expenses	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>842,994,862</b>	<b>879,425,357</b>	<b>900,857,026</b>	<b>442,090,184</b>	<b>443,828,647</b>	<b>-0.39%</b>
Operating Income (Loss)	(129,486,265)	(35,820,232)	(14,414,121)	1,109,127	5,913,255	-81.24%
<b>Non-operating Revenues (Expenses)</b>						
State Appropriations	6,300,000	5,700,000	2,450,000	980,000	980,000	0.00%
State Fiscal Stabilization	81,194,866	6,030,166	-	-	-	-
Gifts	24,520,874	24,941,664	25,350,000	14,829,132	15,175,000	-2.28%
Investment Income	7,620,642	6,927,915	6,775,000	2,439,039	2,519,500	-3.19%
Interest Expense on Capital Debt	(9,075,210)	(17,816,665)	(19,779,713)	(8,194,661)	(8,155,943)	0.47%
Federal Grants/Contracts	26,862,020	34,564,312	35,700,000	17,666,902	17,132,500	3.12%
Gain or (Loss) on disposal of Assets	-	-	-	-	-	-
Other Non-operating Revenues (Expenses)	4,200,942	4,183,988	5,112,000	1,838,697	1,696,800	8.36%
<b>Net Non-operating Revenues</b>	<b>141,624,133</b>	<b>64,531,379</b>	<b>55,607,287</b>	<b>29,559,109</b>	<b>29,347,857</b>	<b>0.72%</b>
<b>Income (Loss) Before other Items</b>	<b>12,137,868</b>	<b>28,711,147</b>	<b>41,193,166</b>	<b>30,668,236</b>	<b>35,261,112</b>	<b>-13.03%</b>
<b>Capital Revenues, Expenses, or Transfers</b>						
State Capital Appropriations	13,831,914	14,048,787	900,000	129,907	125,996	3.10%
Federal Capital Grants	12,109,868	7,941,784	8,000,000	2,412,564	2,418,000	-0.22%
Capital Gifts	5,813,017	4,931,106	4,800,000	45,541,686	45,535,000	0.01%
Transfers (To)/From Governing Boards & Other Agencies	(180,380)	213,710	(13,613)	627,855	608,871	3.12%
Permanent Endowment Addition	1,169,918	2,300,710	2,000,000	-	-	-
<b>Capital Revenues, Expenses, or Transfers</b>	<b>32,744,337</b>	<b>29,436,097</b>	<b>15,686,387</b>	<b>48,712,012</b>	<b>48,687,867</b>	<b>0.05%</b>
<b>Net Increase (Decrease) in Net Assets</b>	<b>44,882,205</b>	<b>58,147,244</b>	<b>56,879,553</b>	<b>79,380,248</b>	<b>83,948,979</b>	<b>-5.44%</b>



**Colorado State University - System Office**  
**Income Statement - All Funds - Three Year Trend - GAAP Basis**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Original Budget	FY 2012 December 31, 2011 Actual	FY 2012 Adj. Annual Budget	%
						Variance
<b>Revenues</b>						
Tuition & Fees	-	-	-	-	-	
Fee for Service	-	-	-	-	-	
Grants & Contracts	-	-	-	-	-	
Sales & Services of Educational Departments	-	-	-	-	-	
Sales & Services of Auxiliary Enterprises	-	-	-	-	-	
Other Sources	-	-	-	-	-	
<b>Total Revenues</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Expenditures</b>						
Instruction	-	-	-	-	-	
Research	-	-	-	-	-	
Public Service	-	-	-	-	-	
Academic Support	-	-	-	-	-	
Student Services	-	-	-	-	-	
Institutional Support	4,469,278	4,081,718	5,136,387	2,195,112	2,318,194	-5.31%
Operation of Plant	-	-	-	-	-	
Scholarships & Fellowships	-	-	-	-	-	
Auxiliary Expenditures	-	-	-	-	-	
Depreciation	-	-	-	-	-	
Other Expenses	-	-	-	-	-	
<b>Total Expenditures</b>	<b>4,469,278</b>	<b>4,081,718</b>	<b>5,136,387</b>	<b>2,195,112</b>	<b>2,318,194</b>	<b>-5.31%</b>
Operating Income (Loss)	(4,469,278)	(4,081,718)	(5,136,387)	(2,195,112)	(2,318,194)	-5.31%
<b>Non-operating Revenues (Expenses)</b>						
State Appropriations	-	-	-	-	-	
State Fiscal Stabilization	-	-	-	-	-	
Gifts	-	-	-	-	-	
Investment Income	5,119	20,981	-	-	-	
Interest Expense on Capital Debt	-	-	-	-	-	
Federal Grants/Contracts	-	-	-	-	-	
Gain or (Loss) on disposal of Assets	-	-	-	-	-	
Other Non-operating Revenues (Expenses)	23,000	-	500,000	(158,000)	(158,000)	
<b>Net Non-operating Revenues</b>	<b>28,119</b>	<b>20,981</b>	<b>500,000</b>	<b>(158,000)</b>	<b>(158,000)</b>	
<b>Income (Loss) Before other Items</b>	<b>(4,441,159)</b>	<b>(4,060,737)</b>	<b>(4,636,387)</b>	<b>(2,353,112)</b>	<b>(2,476,194)</b>	<b>-4.97%</b>
<b>Capital Revenues, Expenses, or Transfers</b>						
State Capital Appropriations	-	-	-	-	-	
Federal Capital Grants	-	-	-	-	-	
Capital Gifts	-	158,000	-	-	-	
Transfers (To)/From Governing Boards & Other Agencies	4,489,513	4,708,721	4,636,387	2,425,053	2,427,871	-0.12%
Permanent Endowment Addition	-	-	-	-	-	
<b>Capital Revenues, Expenses, or Transfers</b>	<b>4,489,513</b>	<b>4,866,721</b>	<b>4,636,387</b>	<b>2,425,053</b>	<b>2,427,871</b>	<b>-0.12%</b>
<b>Net Increase (Decrease) in Net Assets</b>	<b>48,354</b>	<b>805,984</b>	<b>-</b>	<b>71,941</b>	<b>(48,323)</b>	

**Colorado State University Fort Collins**  
**Income Statement - All Funds - Three Year Trend - GAAP Basis**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Original Budget	FY 2012 Dec. 31, 2011 Actual	FY 2012 Adj. Annual Budget	% Variance
<b>Revenues</b>						
Tuition & Fees	224,350,885	253,877,125	284,700,000	146,146,363	148,328,700	-1.5%
State Fee for Service	35,109,218	79,649,986	61,625,204	30,812,598	30,812,602	0.0%
Grants & Contracts	253,648,470	281,196,370	293,600,000	141,716,421	146,724,729	-3.5%
Sales & Services of Educational Departments	22,925,560	22,358,310	24,500,000	11,596,300	12,019,184	-3.6%
Sales & Services of Auxiliary Enterprises	114,806,624	123,366,310	129,900,000	63,619,890	65,859,300	-3.5%
Other Sources	5,156,324	5,362,198	5,000,000	2,999,680	2,919,770	2.7%
<b>Total Revenues</b>	<b>655,997,081</b>	<b>765,810,299</b>	<b>799,325,204</b>	<b>396,891,252</b>	<b>406,664,285</b>	<b>-2.5%</b>
<b>Expenditures</b>						
Instruction	204,094,857	198,746,871	199,000,000	98,779,237	97,152,858	1.6%
Research	175,776,006	182,192,414	187,000,000	85,992,878	89,160,967	-3.7%
Public Service	77,731,250	93,919,831	90,000,000	44,125,876	42,779,564	3.1%
Academic Support	47,474,950	50,831,534	51,000,000	25,227,021	24,327,000	3.6%
Student Services	21,691,771	21,632,816	22,000,000	10,927,576	10,585,061	3.1%
Institutional Support	34,958,515	32,610,722	33,000,000	19,875,611	19,206,000	3.4%
Operation of Plant	50,536,708	47,339,278	48,000,000	24,087,145	24,480,000	-1.6%
Scholarships & Fellowships	9,547,616	9,395,117	9,700,000	4,219,138	4,380,361	-3.8%
Auxiliary Expenditures	100,161,363	106,658,918	107,900,000	52,898,461	54,610,117	-3.2%
Depreciation	43,092,711	48,897,573	56,700,000	28,134,170	28,350,000	-0.8%
Other Expenses	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>765,065,747</b>	<b>792,225,074</b>	<b>804,300,000</b>	<b>394,267,113</b>	<b>395,031,928</b>	<b>-0.2%</b>
Operating Income (Loss)	(109,068,666)	(26,414,775)	(4,974,796)	2,624,139	11,632,357	
<b>Non-operating Revenues (Expenses)</b>						
State Appropriations	6,300,000	5,700,000	2,450,000	980,000	980,000	0.0%
State Fiscal Stabilization	72,363,314	5,398,685	-	-	-	
Gifts	22,981,719	23,460,914	24,000,000	14,268,783	14,500,000	-1.6%
Investment Income	7,438,025	6,621,015	6,500,000	2,313,393	2,382,000	-3.0%
Interest Expense on Capital Debt	(8,275,483)	(14,892,360)	(16,500,000)	(7,553,981)	(7,500,000)	0.7%
Federal nonoperating grants and contracts	17,868,677	23,862,926	25,000,000	12,311,535	12,050,000	2.1%
Gain or (Loss) on disposal of Assets	-	-	-	-	-	
Other Non-operating Revenues (Expenses)	4,672,096	4,672,540	5,000,000	2,102,083	2,010,000	4.4%
<b>Net Non-operating Revenues</b>	<b>123,348,348</b>	<b>54,823,720</b>	<b>46,450,000</b>	<b>24,421,813</b>	<b>24,422,000</b>	<b>0.0%</b>
<b>Income (Loss) Before other Items</b>	<b>14,279,682</b>	<b>28,408,945</b>	<b>41,475,204</b>	<b>27,045,952</b>	<b>36,054,357</b>	
<b>Capital Revenues, Expenses, or Transfers</b>						
State Capital Appropriations	4,234,669	1,779,081	300,000	25,083	26,000	-3.7%
Capital Grants	12,109,868	7,941,784	8,000,000	2,412,564	2,418,000	-0.2%
Capital Gifts	5,813,017	4,773,106	4,800,000	45,541,686	45,535,000	0.0% *
Transfers (To)/From Governing Boards & Other Agencies	(3,934,387)	(4,037,707)	(4,100,000)	(1,544,128)	(1,544,000)	0.0%
Permanent Endowment Addition	1,169,918	2,300,710	2,000,000	-	-	0.0%
<b>Capital Revenues, Expenses, or Transfers</b>	<b>19,393,085</b>	<b>12,756,974</b>	<b>11,000,000</b>	<b>46,435,205</b>	<b>46,435,000</b>	<b>0.0%</b>
<b>Net Increase (Decrease) in Net Assets</b>	<b>33,672,767</b>	<b>41,165,919</b>	<b>52,475,204</b>	<b>73,481,157</b>	<b>82,489,357</b>	

\* Note: Capital Gifts increased substantially in FY12 due to the Siemens Corporation software gift.

**Colorado State University Pueblo**  
**Income Statement - All Funds - Three Year Trend - GAAP Basis**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Original Budget	FY 2012 December 31, 2011 Actual	FY 2012 Adj. Annual Budget	%
						Variance
<b>Revenues</b>						
Tuition & Fees	22,832,152	26,407,798	29,370,000	16,227,446	13,950,750	16.32%
Fee for Service	3,688,998	7,960,011	5,761,569	2,880,786	2,880,785	0.00%
Grants & Contracts	10,442,639	11,517,024	12,093,000	6,358,845	6,046,500	5.17%
Sales & Services of Educational Departments	336,658	351,127	344,294	198,580	172,147	15.35%
Sales & Services of Auxiliary Enterprises	12,341,494	12,287,484	14,070,829	7,545,998	7,035,415	7.26%
Other Sources	421,837	689,131	804,774	381,954	402,387	-5.08%
<b>Total Revenues</b>	<b>50,063,777</b>	<b>59,212,575</b>	<b>62,444,466</b>	<b>33,593,609</b>	<b>30,487,983</b>	<b>-9.24%</b>
<b>Expenditures</b>						
Instruction	20,788,079	21,050,210	21,563,625	10,403,533	10,781,813	3.51%
Research	183,771	258,971	258,760	109,817	116,442	5.69%
Public Service	4,026,283	3,947,998	1,370,542	761,900	753,798	-1.07%
Academic Support	5,835,226	6,039,735	8,235,164	3,176,604	3,705,824	14.28%
Student Services	6,785,174	6,808,899	7,684,946	3,635,773	3,842,473	5.38%
Institutional Support	3,334,994	3,602,681	2,266,858	1,383,904	1,133,429	-22.10%
Operation of Plant	3,564,772	5,396,615	6,438,064	3,534,568	3,219,032	-9.80%
Scholarships & Fellowships	6,309,627	5,284,180	5,821,000	3,520,794	3,492,600	-0.81%
Auxiliary Expenditures	11,086,496	12,424,109	14,749,646	7,129,633	7,374,823	3.32%
Depreciation	4,500,201	5,392,721	6,374,182	3,208,853	3,187,091	-0.68%
Other Expenses						
<b>Total Expenditures</b>	<b>66,414,622</b>	<b>70,206,119</b>	<b>74,762,787</b>	<b>36,865,379</b>	<b>37,607,324</b>	
Operating Income (Loss)	(16,350,845)	(10,993,544)	(12,318,321)	(3,271,770)	(7,119,341)	
<b>Non-operating Revenues (Expenses)</b>						
State Appropriations						
State Fiscal Stabilization	8,831,552	631,481	-	-	-	
Gifts	1,539,155	1,480,750	1,350,000	560,349	675,000	16.99%
Investment Income	177,498	262,124	275,000	125,646	137,500	8.62%
Interest Expense on Capital Debt	(799,727)	(2,924,305)	(3,279,713)	(640,680)	(655,943)	2.33%
Federal Grants/Contracts	8,993,343	10,701,386	10,700,000	5,355,367	5,082,500	-5.37%
Gain or (Loss) on disposal of Assets	-					
Other Non-operating Revenues (Expenses)	(494,154)	(488,552)	(388,000)	(105,386)	(155,200)	32.10%
<b>Net Non-operating Revenues</b>	<b>18,247,666</b>	<b>9,662,883</b>	<b>8,657,287</b>	<b>5,295,296</b>	<b>5,083,857</b>	
<b>Income (Loss) Before other Items</b>	<b>1,896,821</b>	<b>(1,330,661)</b>	<b>(3,661,034)</b>	<b>2,023,526</b>	<b>(2,035,484)</b>	
<b>Capital Revenues, Expenses, or Transfers</b>						
State Capital Appropriations	9,597,245	12,269,706	600,000	104,824	99,996	-4.83%
Federal Capital Grants	-	-	-	-	-	
Capital Gifts	-	-	-	-	-	
Transfers (To)/From Governing Boards & Other Agencies	(360,015)	(423,304)	(550,000)	(253,070)	(275,000)	7.97%
Permanent Endowment Addition	-	-	-	-	-	
<b>Capital Revenues, Expenses, or Transfers</b>	<b>9,237,230</b>	<b>11,846,402</b>	<b>50,000</b>	<b>(148,246)</b>	<b>(175,004)</b>	
<b>Net Increase (Decrease) in Net Assets</b>	<b>11,134,051</b>	<b>10,515,741</b>	<b>(3,611,034)</b>	<b>1,875,280</b>	<b>(2,210,488)</b>	

**Colorado State University - Global Campus**  
**Income Statement - All Funds - Three Year Trend - GAAP Basis**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Original Budget	FY 2012 December 31, 2011 Actual	FY 2012 Adj. Annual Budget	%
						Variance
<b>Revenues</b>						
Tuition & Fees	6,638,795	16,599,235	22,673,235	11,353,420	11,243,819	0.97%
Fee for Service	-	-	-	-	-	
Grants & Contracts	634,199	1,928,708	2,000,000	1,345,815	1,345,815	0.00%
Sales & Services of Educational Departments	-	-	-	-	-	
Sales & Services of Auxiliary Enterprises	-	-	-	-	-	
Other Sources	174,745	54,308	-	15,215	-	
<b>Total Revenues</b>	<b>7,447,739</b>	<b>18,582,251</b>	<b>24,673,235</b>	<b>12,714,450</b>	<b>12,589,634</b>	<b>0.99%</b>
<b>Expenditures</b>						
Instruction	1,484,500	3,093,652	4,527,113	1,958,632	2,052,632	-4.58%
Research	-	-	-	-	-	
Public Service	-	-	-	-	-	
Academic Support	1,319,955	1,501,918	1,537,828	778,086	832,336	-6.52%
Student Services	910,434	4,667,014	5,414,106	2,904,187	2,820,272	2.98%
Institutional Support	2,394,612	1,619,600	2,326,226	1,580,795	1,585,048	-0.27%
Operation of Plant	301,515	101,554	172,382	80,732	80,098	0.79%
Scholarships & Fellowships	634,199	1,928,708	2,680,197	1,460,148	1,500,815	-2.71%
Auxiliary Expenditures	-	-	-	-	-	
Depreciation	-	-	-	-	-	
Other Expenses	-	-	-	-	-	
<b>Total Expenditures</b>	<b>7,045,215</b>	<b>12,912,446</b>	<b>16,657,852</b>	<b>8,762,580</b>	<b>8,871,201</b>	
Operating Income (Loss)	402,524	5,669,805	8,015,383	3,951,870	3,718,433	
<b>Non-operating Revenues (Expenses)</b>						
State Appropriations	-	-	-	-	-	
State Fiscal Stabilization	-	-	-	-	-	
Gifts	-	-	-	-	-	
Investment Income	-	23,795	-	-	-	
Interest Expense on Capital Debt	-	-	-	-	-	
Federal Grants/Contracts	-	-	-	-	-	
Gain or (Loss) on disposal of Assets	-	-	-	-	-	
Other Non-operating Revenues (Expenses)	-	-	-	-	-	
<b>Net Non-operating Revenues</b>	<b>-</b>	<b>23,795</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Income (Loss) Before other Items</b>	<b>402,524</b>	<b>5,693,600</b>	<b>8,015,383</b>	<b>3,951,870</b>	<b>3,718,433</b>	<b>6.28%</b>
<b>Capital Revenues, Expenses, or Transfers</b>						
State Capital Appropriations	-	-	-	-	-	
Federal Capital Grants	-	-	-	-	-	
Capital Gifts	-	-	-	-	-	
Transfers (To)/From Governing Boards & Other Agencies	(375,491)	(34,000)	-	-	-	
Permanent Endowment Addition	-	-	-	-	-	
<b>Capital Revenues, Expenses, or Transfers</b>	<b>(375,491)</b>	<b>(34,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Net Increase (Decrease) in Net Assets</b>	<b>27,033</b>	<b>5,659,600</b>	<b>8,015,383</b>	<b>3,951,870</b>	<b>3,718,433</b>	<b>6.28%</b>

Agenda Item 5  
Review and Action of Banking  
Contract/Indemnification Issues

Stretch Goal or Strategic Initiative: None.

**MATTERS FOR ACTION:**

The Board of Governors of the Colorado State University System (Board): Approve the indemnification of First National Bank in its corporate cash management agreement with Colorado State University.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System, under the authority granted by C.R.S. § 23-5-106 and in accordance with its indemnification policy, hereby approves the indemnification of First National Bank in its corporate cash management agreement with Colorado State University, as the Board has determined that this contract serves a valid public purpose and that any risks to Colorado State University are sufficiently limited and outweighed by the benefits of this contract.

FURTHER MOVED, that the President of Colorado State University or approved delegate is hereby authorized to sign the First National Bank corporate cash management agreement with modifications made in consultation with General Counsel.

**EXPLANATION:**

Presented by Michael Nosler, General Counsel; Jason Johnson, Deputy General Counsel

On August 10, 2011, the Board approved its indemnification policy. Under that policy, neither the Colorado State University System nor any of its institutions shall contract to indemnify or hold harmless any contractor, except as approved by the indemnification policy or without subsequent express approval of the Board. The indemnification policy allows the institutions to indemnify a contractor if the contract meets the criteria for an approved contract and only if certain procedural safeguards are followed.

Colorado State University is negotiating a corporate cash management agreement with First National Bank. Under that agreement, First National Bank would provide certain services for CSU, such as information and data delivery, online cash management, electronic transaction, paper disbursement, and depository services. The electronic transaction services, including Automated Clearing House services, are subject to the National Automated Clearing House Association (NACHA) rules and policies. The proposed agreement with First National Bank reflects those policies, which require CSU to indemnify First National Bank in connection with any reversal of a credit or debit entry that is requested by CSU. First National Bank is unwilling and unable to remove this indemnification obligation, because NACHA rules require the originating entity (CSU) to indemnify the bank that receives a reversal request (First National Bank).

The proposed cash management agreement is attached. Section 25(d) of the proposed agreement states:

(d) [First National Bank has] no obligation to cancel or amend files or Entries after we receive them. If [CSU sends] us a Reversal and we are able to verify the authenticity of the Reversal using the Security Procedure, we will make a reasonable effort to act on your request. We will not be liable to you if such

Reversal is not effected. [CSU agrees] to indemnify us in connection with any Reversal as provided in Article 4A of the Uniform Commercial Code. Your foregoing indemnity obligation will survive termination of these Terms or any Service.

The proposed cash modification agreement with First National Bank does not meet the criteria for an approved contract under the Board's indemnification policy. Accordingly, Colorado State University could only enter into this agreement with the Board's express approval, and upon a finding by the Board that the services that would be provided under the proposed agreement with First National Bank would serve a valid purpose and any risks to Colorado State University are sufficiently limited and outweighed by the benefits of this contract. The cash management services that First National Bank would provide to Colorado State University the agreement would serve a valid public purpose.

\_\_\_\_\_  
Approved      Denied

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

\_\_\_\_\_  
Date

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
February 8, 2012 – Pueblo**

**Board Members:** Ed Haselden, Chair, Joe Zimlich, Vice Chair, Mary Lou Makepeace,  
Eric Berlinberg, Kristina Proctor

**CSURF Board Liaison:** TBD

**Staff:**

**CONFIDENTIAL/ Executive Session**

**OPEN Session**

- |  |                  |            |
|--|------------------|------------|
| 1. Sale of five acres to Soldier Canyon Filter Plant | (Kathleen Henry) | Action     |
| 2. Long-Term Ground Lease, USDA/ARS, Weld County     | (Kathleen Henry) | Action     |
| 3. On-Campus Stadium                                 | (Amy Parsons)    | Discussion |
| 4. Interim Director of the Real Estate Office        | (Kathleen Henry) | Discussion |



Board of Governors of the  
Colorado State University System  
Meeting Date: February 8, 2012  
Action Item

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Approved

Stretch Goal or Strategic Initiative: Goal 23–Issues-Based Research; Goal 25–Agriculture; and Goal 26–Natural Resource Stewardship.

**MATTERS FOR ACTION:**

Land: Long-term no-cost land lease to USDA-ARS of 36 acres in Weld County for cooperative water management research.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve a long-term land lease, not to exceed 20 years, to the United States Department of Agriculture-Agricultural Research Service ("USDA-ARS") of approximately 36 acres of agricultural land at Weld County Roads 45 and 64, located 3.5 miles northeast of Greeley.

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 with modifications made in consultation with General Counsel.

**EXPLANATION:**

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

The University wishes to enter into a 20-year land lease with the USDA-ARS for use by its Northern Plains Area, Water Management Research and Agricultural Systems Research Units, a site consisting of approximately 36 acres of property in Weld County, now used for cooperative water management research known as the Limited Irrigation Research Farm (the "Site"). The low-flow irrigation studies conducted at this Site are used to develop water and weed management technologies and practices for irrigated agriculture in water deficit areas to improve water use efficiency, increase agricultural productivity and sustainability, and to reduce negative environmental impacts. The USDA-ARS is presently under a five-year no-cost lease that ends on November 30, 2012 and has requested a long-term lease of the Site to continue the collaborative research in progress.

Land: Long-term Land Lease to USDA-ARS

\_\_\_\_\_  
Approved

The long-term lease will be at no-cost (nominal or \$0 rent) to the USDA-ARS, the land use value being deemed a part of the University's contribution to the cooperative research projects conducted on Site. At this time, multiple CSU departments have collaborative research projects with the USDA-ARS at this Site, including: Soil & Crop Sciences; Horticulture & Landscape Architecture; and Bioagricultural Sciences & Pest Management. In addition, the USDA-ARS employs a number of CSU undergraduate and graduate students to assist in their research efforts.

The USDA-ARS will be responsible for all costs incurred at the Site, including utilities, for the duration of the long-term lease. The University will allow USDA-ARS to construct improvements on the Site with CSU's prior approval of the construction plans for such facilities. Any future construction is subject to and contingent upon availability of Federal funding. Should USDA-ARS construct improvements on the Site, upon the termination or expiration of the long-term lease, CSU shall have the option of: (1) requesting USDA-ARS to remove all the improvements, buildings and facilities from the Site and restore the Site as nearly as is practicable to the condition of the land existing at the commencement of the lease, all at USDA-ARS's expense; or (2) purchasing, at fair, market value, all right, title and interest in and to the improvements, buildings and facilities from the USDA-ARS.

The leased premises at the Site exclude portions of the property currently used by the CSU department of Atmospheric Sciences' CHILL Weather Radar & Remote Sensing Program, as well as surface areas used to support the existing oil and gas lease in the Wattenberg field with Noble Energy, Inc. See attached map on Exhibit A.

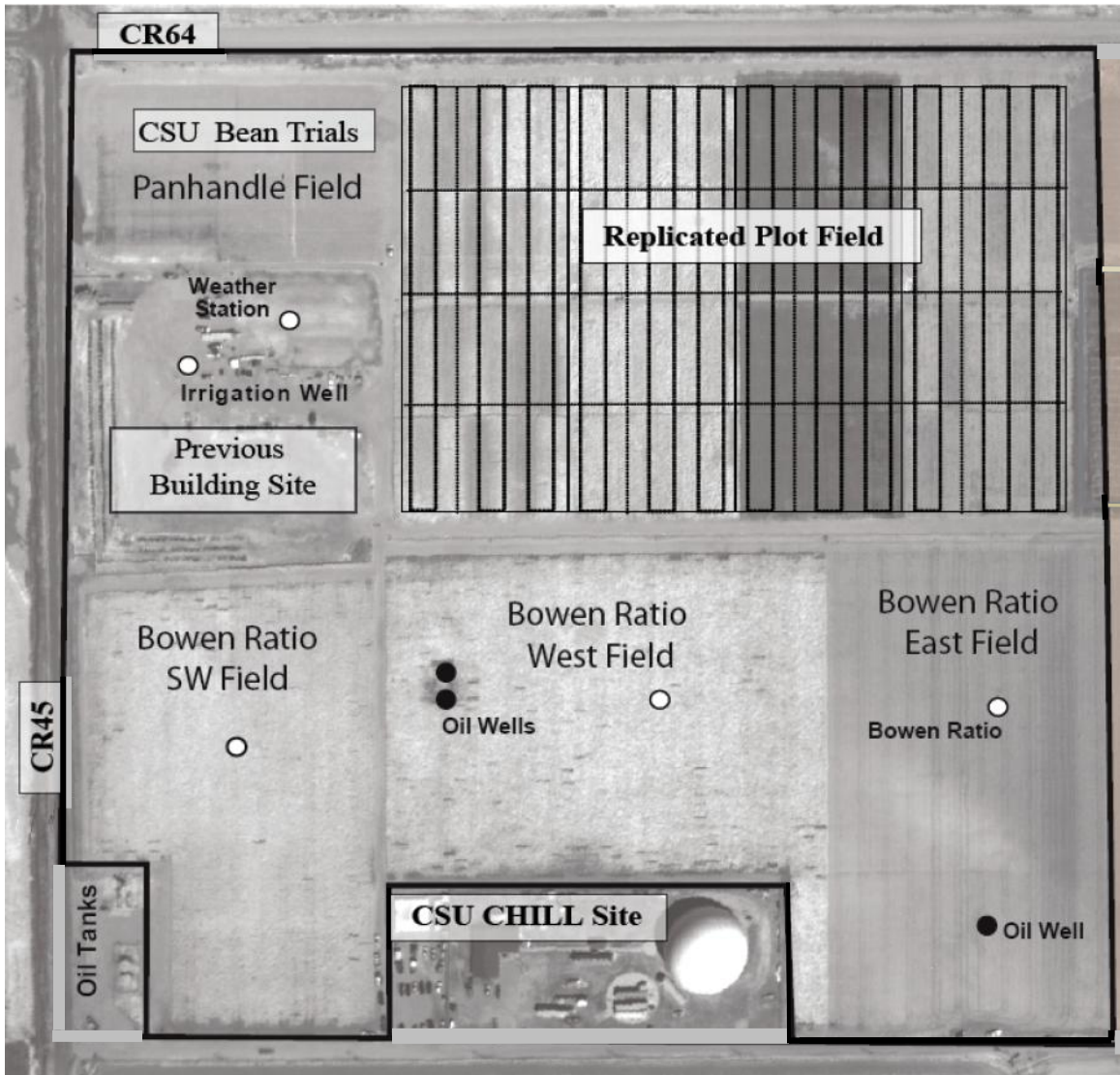
\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

**Exhibit A**  
**Long-term Land Lease to USDA-ARS**  
**36-Acres at Weld County Roads 45 and 64**  
**3.5 Miles Northeast of Greeley, Colorado**



## NOTICE

**TO:** The Board of Governors of the Colorado State University System  
The Colorado Secretary of State

**FROM:** Anthony A. Frank, President, Colorado State University  
Kathleen Henry, CEO, Colorado State University Research Foundation

**DATE:** January 20, 2012

**RE:** Interim Director of the Real Estate Office

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Nancy Hurt is currently the Associate Director of the Colorado State University Research Foundation Real Estate Office. Effective March 1, 2012, Mrs. Hurt will become the Interim Director of the CSURF Real Estate Office. Mrs. Hurt has agreed to serve in that capacity until a permanent director is hired. We greatly appreciate Nancy's excellent and distinguished service to CSU and the Real Estate Office, and we are thankful she will be serving as the Interim Director.

Although she works for the Real Estate Office, Mrs. Hurt is currently an employee of the CSU System and was previously a long-time CSU employee. Mrs. Hurt will be retiring in February 2012, and will become a CSURF employee when she assumes the Interim Director responsibilities. For many years there has been an Operating Agreement between CSU and CSURF that includes, among other things, the terms under which the Real Estate Office provides its services to CSU. The current version of the Operating Agreement is effective December 16, 2010.

With Mrs. Hurt accepting employment with an employer that has a contract with CSU, in order to avoid the appearance of any conflict of interest, the Board of Governors is being provided with this formal notice that Mrs. Hurt will be leaving her employment as a CSU System employee and will become a CSURF employee. In addition, this notice is being provided to the Colorado Secretary of State in accordance with C.R.S. § 24-18-201(1)(b)(V). Please feel free to contact us with any questions.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 9, 2012  
Consent Item

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Approved

MATTERS FOR ACTION:

New Degree Program: Plan C Master of Professional Natural Sciences – College of Natural Sciences

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a new Plan C Master of Professional Natural Sciences. If approved, this degree program move will be effective Fall Session 2012.

EXPLANATION:

Presented by Tony Frank, President.

The Master of Professional Natural Sciences degree programs are intended to qualify for designation as “Professional Science Master’s” programs by the Council of Graduate Schools. Such degree programs combine training in a scientific discipline with relevant course work in workplace skills, such as management, communication and regulatory affairs. The goal is to prepare students for jobs in science - and technology-based industries by providing them with enhanced scientific knowledge and the professional skills sought by employers.

Discipline specific specializations within the Master of Professional Natural Sciences degree will be developed to meet industry needs. The program will be administered by the College of Natural Sciences.

# Proposed Program: Professional Science Master's Program in Natural Sciences College of Natural Sciences

## 1. *Brief Overview of Proposed Program*

- Name: Professional Science Master's Program in Natural Sciences
- CIP Code 301801
- Degree type: Professional Science Master's, Plan C
- Department/School: The College of Natural Sciences
- College: Natural Sciences
- Expected enrollment (five years post-implementation): 24

### Summary of Program and Rationale

Development of this Professional Science Master's degree program is partially in response to the nationwide trend toward professionalization of master's education. In most Natural Sciences fields, Master's degrees have been viewed as a means for obtaining more research experience or a milestone en route to a doctorate. In the last decade or so, universities began conceptualizing new master's programs that provide students more career-specific advanced scientific training along with critical professional skills such as communication and management.

A Professional Science Master's (PSM) is an innovative graduate degree that typically consists of two years of academic training in an emerging or interdisciplinary area of science, mathematics, or technology. PSM programs also contain a professional component that may include internships and "cross-training" in business, management, and communications. All PSM's are developed in concert with industry and are designed to dovetail with present and future professional career opportunities. See the National Professional Science Master's Association Webpage (<http://www.npsma.org>) for further details.

The first PSM programs were developed about 10 years ago. Many of the early experiments were supported by grants from the Alfred P. Sloan foundation or the W. M. Keck Foundation. Although some institutions were able to hire new faculty and develop new curricula, most programs were constructed from classes that already existed at the institution. Use of "off-the-shelf" courses became a hallmark of PSM programs, as did an orientation towards emerging disciplines and careers.

We propose the development of a new PSM in Natural Sciences. In the long term we envision offering a suite of specializations. As an example, we describe here the Zoo, Aquarium and Animal Shelter Management PSMNS specialization, which will be our founding specialization. The proposed Zoo/Aquarium/Shelter PSMNS specialization has been under development for a few years. We have already formed an Advisory Board and have a commitment from the College of Business to allow our PSM students to take graduate level business courses. The proposed program will be administered from within the College of Natural Sciences. Most of the core graduate courses will be from within the College of Natural Sciences, but some of the coursework will be drawn from several other colleges.

### Professional Science Master's in Natural Sciences Curriculum

The CNS Professional Science Master's program is designed to augment the bachelor's degrees obtained from all departments in the CNS, as well as other departments across CSU. For many students, particularly those earning a BS degree outside CSU, the PSM degree will be obtained as a separate two year master's degree. However, for some CSU students it could be completed as a continuous five-year bachelor's/master's program.

Key PSM course work components include:

1. Discipline specific advanced required<sup>2</sup> and elective<sup>3</sup> courses provide interdisciplinary cross training (see sample curriculum). The elective courses taken in the second year will be informed by deficiencies identified during their internship.
2. A graduate seminar course wherein students will present and discuss current research findings relevant to their specialization and present the results of their internships and group projects (NSCI 693).
3. Graduate specialized training and group project courses (NSCI 699B and C). NSCI 699B is designed to cover special topics pertinent to their specialization to prepare students to be successful in their internship. Adjunct faculty members that work in relevant business and non-profit organizations will present many of these topics. Further, many of these presentations may occur on site at these organizations. In NSCI 699C students will conduct individual or group projects developed with input from their industry/work place and CSU faculty advisors during their internship. In many cases, these projects will address a question or issue identified during an internship in a local/regional business or non-profit organization and designed to answer the question or suggest a solution to the issue.
4. A responsible conduct in science/science ethics course requirement.

### Sample Curriculum – Generic PSM in Natural Sciences (Plan C)

#### First Year (24-26 total credits)

<u>FALL</u>		<u>SPRING</u>	
Advanced courses <sup>2,3</sup>	9-10 cr	Advanced courses <sup>2,3</sup>	6-7 cr
<b>NSCI 693</b> <sup>1</sup>	1 cr	<b>NSCI 693</b> <sup>1</sup>	1 cr
Science Ethics course <sup>4</sup>	<u>1 cr</u>	<b>NSCI 696B</b> <sup>1</sup>	<u>6 cr</u>
	11-12 cr		13-14 cr

#### Internship (intervening summer)

#### Second Year (16-17 credits; 40-43 total credits)

<u>FALL</u>		<u>SPRING</u>	
Advanced courses <sup>2,3</sup>	9-10 cr	<b>NSCI 693</b> <sup>1</sup>	1 cr
		<b>NSCI 696C</b> <sup>1</sup>	<u>6 cr</u>
			7 cr

<sup>1</sup>PSM in NS required course in all specializations.

<sup>2</sup>PSM in NS specialization required course.

<sup>3</sup>PSM in NS specialization elective courses

<sup>4</sup>Ethics courses available: BC 601, CHEM 601, MIP 654, CM/PHIL 666, BUS 505, GRAD 544

The College has a well-established recruiting process including a Website, emailings and regular mailings, though the PSM will require new recruiting materials be developed. The program director and coordinator will also attend undergraduate symposia to recruit students. We will contact newly admitted undergraduate students and their parents to inform them of the PSM program. A new brochure outlining the degree programs, career opportunities, etc., will be included. The emphasis will be on the duration and value of the programs. A professional coordinator/adviser in the Dean's office will coordinate and direct students' progress, analogous to program coordinators of other graduate degree programs.

#### Specialization in Zoo, Aquarium, Animal Shelter Management Curriculum

Many zoology majors have a strong but unfocused interest in working with animals. Thus, they often find it difficult to identify specific career paths and jobs to apply for. Simultaneously, nonprofit life science-related entities complain that there is a dearth of potential employees with a science background that are cross-trained in the skills needed for management of these businesses. The PSM specialization in zoo, aquarium, and animal shelter management is designed to provide the additional general and specific business and management course

work to allow its graduates to simultaneously engage in developing skills as both a biologist and a manager. For example, this might include an internship at a zoo, aquarium, etc. and a group project related to a management position in a biology-related nonprofit entity.

### Curriculum – PSMNS Specialization in Zoo, Aquarium, Animal Shelter Management

**Prerequisite:** BS in Biology, Zoology or related science major

#### First Year (24 - 25 total credits)

<u>FALL</u>		<u>SPRING</u>	
<b>NSCI 579</b>	3 cr	Sci. Elective course	3-4 cr
ANEQ 522	3 cr	<b>NSCI 693</b>	1 cr
<b>NSCI 693</b>	1 cr	<b>NSCI 696B</b>	6 cr
MGT 620	3 cr	BUS 505	<u>3 cr</u>
Sci. Ethics course	<u>1 cr</u>		13-14 cr
	11 cr		

#### Internship at zoo, aquarium or animal shelter (intervening summer)

#### Second Year (16 - 17 credits; 40 - 42 total credits)

<u>FALL</u>		<u>SPRING</u>	
Sci. Elective course	3-4 cr	<b>NSCI 693</b>	1 cr
MGT 625	3 cr	<b>NSCI 696C</b>	<u>6 cr</u>
Bus. Elective course	<u>3 cr</u>		7 cr
	9-10 cr		

#### Required Courses:

- NSCI 579** Animal Behavior
- ANEQ 522 Animal Metabolism
- NSCI 693** Seminar in Zoo, Aquarium and Animal Shelter Management
- NSCI 696B** Specialization-specific modules on special topics, internship preparation
- NSCI 696C** Internship-related Group/Individual Project
- MGT 620 Management
- MGT 625 Managerial Communication Practices
- BUS 505 Legal and Ethical Environment of Business

#### Science Elective Courses (examples):

- ANEQ 323 Zoo Nutrition
- ANEQ 322 Pet Nutrition
- ANEQ 551 Field Necropsy
- BMS 500 Mammalian Physiology I
- BZ 300 Animal Behavior
- BZ 329 Herpetology
- BZ 330 Mammalogy
- BZ 335 Ornithology
- BZ 315 Marine Ecology
- BZ 433 Behavioral Genetics
- BZ 462 Parasitology and Vector Biology
- BZ 471 Stream Biology and Ecology
- BZ 479/VS 479 Biology and Behavior of Dogs
- BZ 480A2 Biological Basis of Behavior
- BZ 481A2 Animal Behavior and Conservation
- BZ 510 Zoophysiological Ecology
- BZ 535 Behavioral Ecology
- BZ 580A1 Physiological Ecology of Marine Vertebrates
- FW 300 Ichthyology
- FW 402 Fish Culture



FW 469 Conservation in Management of Large Mammals  
FW 555 Conservation Biology  
FW 565 Managing Human-Wildlife Conflicts  
FW 567 Wildlife Disease Ecology  
FW 580 Evolution of Life History Strategies  
FW 605 Fish Physiology  
FW 662 Wildlife Population Dynamics  
STAT 511 Design and Data Analysis for Researchers I


**Business and Other Elective Courses** (examples):

ACT 600 Accounting for Managers  
MKT 600 Marketing Management and Strategy  
NRRT 471 Starting and Managing your Own Tourism Enterprise  
EDOD 669 Performance Management  
EDOD 672 Change Facilitation  
PSY 648 Applied Organizational Psychology

**2. Fit with CSU Mission and Strategic Plan.**

Clearly, the proposed PSM Degree Program fits well with the Land Grant Mission, the strengths of CSU, and the nature of College of Natural Sciences students. Specifically, the proposed degree program aligns with several of the Teaching and Learning objectives and goals in the CSU Strategic Plan listed below:

3. Curriculum Standards: Challenge students with a more rigorous curriculum that provides increased opportunities for interdisciplinary studies and complies with statewide requirements.
9. Active and Experiential Learning: Incorporate opportunities for active and experiential learning in all programs.
10. Graduate Degree Programs: Refine existing and selectively create new graduate degree programs consistent with the institution's strengths and demands of society.
11. Graduate Enrollment: Increase the number of graduate students on campus.

 Program objectives

One goal is to develop a unique degree program with specializations attractive to high ability undergraduate science students by focusing on exciting emerging science and mathematics fields. A second goal is to create a interdisciplinary degree that will provide students with a broad skill set. A third goal is to provide students a means to complete a Professional Science Master's degree through a clear, concise curriculum. A fourth goal is that since all of the PSMNS specializations will include real-world, internship experience with local business and non-profit agencies, students will be prepared to step straight into a professional career directly out of the program.

The specific objectives of the College of Natural Sciences Strategic plan addressed by this program are as follows:

Objective Two: The College will graduate large numbers of well-educated science students and prepare them for productive careers in the sciences.

Goal 5: The College will provide learning environments and extracurricular programs that promote the success of our undergraduate majors.

Goal 7: The College will enhance the educational opportunities for our undergraduate majors.

Goal 10: The College will maintain and expand successful graduate programs in all CNS departments and look to form additional interdisciplinary graduate programs as faculty capabilities and student opportunities permit.

The PSM in Natural Sciences meets the needs of Colorado by allowing the College to

move expeditiously and efficiently into new and promising areas. We can quickly respond to interests in the legislature and the Governor's office, such as certified addictions counseling, clean energy, nanosciences and quantitative biology.

### 3. Evidence of Need.

These new, unique PSM specializations will be attractive to high ability high school students and undergraduate science students for several reasons. First, they focus on emerging and exciting fields in science and mathematics. Second, the degree is interdisciplinary and will result in a broad, marketable skill set. Third, students ultimately complete a Master's degree, and there is a clear, concise curriculum to achieve the degree in a timely manner. A professional adviser in the Dean's office will coordinate and help direct the students' progress. Fourth, all of the specializations will include real-world, internship experience with local business and non-profit agencies.

There are more than 1000 biology/zoology majors at Colorado State University and the numbers of these undergraduate majors are increasing each year. This proposed degree is based on the high level of interest (confirmed by a student survey) among students in science majors across campus, including those in biology. Of the 138 student respondents, 87% indicated that they would be interested in this specialization. This is also based on the expressed interest, willingness and ability of potential Colorado employers to accept students for internships communicated through their representatives on the Program Advisory Board.

### 4. Evidence for Student Demand.

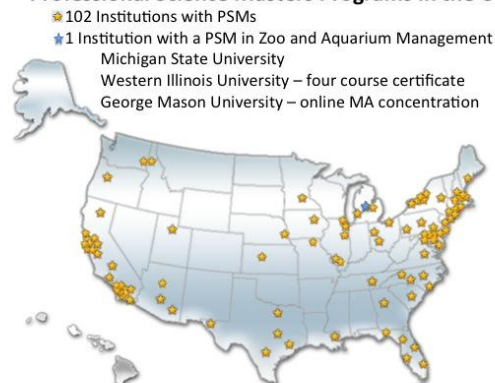
The proposed PSM Degree Program is designed to address the growing needs of students and employers for post baccalaureate education. The College of Natural Sciences has always attracted large numbers of non-resident students because of the variety and quality of our majors. The environment of Colorado is also a strong attraction for young people. For parents, CSU earns recognition as a high quality, affordable institution—a "Best Buy." Combined with the possibility of CSU students earning a Master's degree in five years, parents should be favorably impressed.

We project a demand larger than the program can accommodate nearly immediately. Primarily, the number of internship opportunities available limits the program. It is estimated that of 24 students (12 students per class) in each PSM specialization by the fifth year of running the PSM Programs in an appropriate and manageable size. This is based on the high level of interest (from student survey; 123/141 or 87% said they were interested in enrolling in a PSM specialization like this) among students in majors consisting of greater than 1000 students at CSU alone. This is also based on the expressed interest, willingness and ability of potential Colorado employers to accept students for internships.

### 5. Duplication/Similar Programs in Colorado.

According to the National Professional Master's Association (NPSMA) there are currently more than 140 PSM degree programs at over 70 American colleges and universities. Approximately 2,600 students enrolled in PSM degree programs, with more than 2,000 PSM alumni having earned degrees in the past ten years. There is currently no PSM program in the state of Colorado and no

#### Professional Science Masters Programs in the U.S.



Source:

program similar to what we are proposing in the region. In particular, there is only one other PSM Degree Program offering a specialization in Zoo and Aquarium Management, and it is East of the Mississippi River at Michigan State University (see PSM Programs map to the on previous page). The cost of attending the PSM in Zoo and Aquarium Management at MSU is \$12,606/y for resident students and \$21,836/y for nonresident students.

## Students

### **6. Student Body**

The ideal entering class of students will be 12. In the first year of accepting students into the PSMNS program, the Zoo and Aquarium Management specialization will be the only specialization available. In the second year onward the number of students between the first and second year classes will be 24 students. In the second year of the program we expect to add a second specialization and in the third or fourth year we plan to add a third specialization. The number of students per class is targeted to balance between providing enough income for the program to be self-sustaining and not overwhelming our ability to manage the program, advise the students in the program, and place them in appropriate internships.

This program is not anticipated to attract students away from another currently existing MS program at CSU or at another Colorado institution and thus is expected to draw students who would not otherwise come to CSU. It is also expected to attract a significant number of CSU graduates with a BS in Biological Science, Zoology, Animal Sciences and Fish and Wildlife Biology.

No program in the College of Natural Sciences currently exists to use for an example profile for the expected student body.

### **7. Admission Requirements**

The only admission requirements in addition to the minimum requirements set forth by the CSU Graduate School is a BS Degree in biology, zoology or a related science major (biochemistry, microbiology, animal sciences, etc.). This requirement could be met by taking the appropriate undergraduate science and math coursework. CSU students currently enrolled in appropriate BS degree programs will be considered for admission through track III.

An admissions committee made up of faculty from participating departments and chaired by the program Director will make admission decisions.

## Program and Assessment

### **8. Course of Study**

**Required Courses:**

#### **Generic PSM in Natural Sciences (Plan C)**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Catalog Description</b>
	Specialization Required Courses	12-15		
	Specialization Elective Courses	3-8		
<b>NSCI 693</b>	Seminar	1	Enrollment in program	Course for students to present and discuss research of their own and others.
<b>NSCI 696B</b>	Group Internship training	6	Enrollment in program	PSM Internship Preparation
<b>NSCI 696C</b>	Internship Group/Individual Project	6	Enrollment in program	PSM Internship-related Project
BC 601, GRAD 544, etc.	Science Ethics Course	1-3		

### Zoo, Aquarium and Animal Shelter Management Specialization Additional Required Courses

Course #	Title	Credits	Prerequisites	Catalog Description
NSCI 579	Applied Animal Behavior in Captive Populations	3	Admission to PSM in NS program	Animal posture and communication in everyday treatment and safe handling of animals.
ANEQ 522	Animal Metabolism	3	CHEM 245 and CHEM 246 or CHEM 346	Nutrient digestion, absorption, transport and metabolism in monogastric and ruminant domestic species as affected by physiological changes.
MGT 620	Management	3	None	Practices, policies, philosophies, and behavior.
MGT 625	Managerial Communication Practices	3	Admission to a masters program in business.	Internal, external, and managerial communication. Managerial speaking and writing skills enhancement.
BUS 505	Legal and Ethical Environment of Business	3	Admission to a master's program in business	Legal and regulatory issues impacting business operation. Ethical and social responsibility concepts applied to business setting.

#### NSCI 693 PSM in NS Seminar

A graduate seminar course wherein students will present and discuss current research findings relevant to their specialization and present the results of their internships and group projects.

#### NSCI 696B Specialization-specific Internship Preparation

NSCI 696B is designed to cover special topics pertinent to their specialization to prepare students to be successful in their internship. Adjunct faculty members that work in relevant business and non-profit organizations will present many of these topics. Further, many of these presentations may occur on site at these organizations.

#### NSCI 696C Internship-related Group/Individual Project

In NSCI 696C students will conduct individual or group projects developed with input from their industry/work place and CSU faculty advisors during their internship. In many cases, these projects will address a question or issue identified during an internship in a local/regional business or non-profit organization and designed to answer the question or suggest a solution to the issue.

### Zoo, Aquarium and Animal Shelters Management Specialization Elective Courses (examples):

Course #	Title	Credits	Prerequisites	catalog description
ANEQ 320	Principles of Animal Nutrition	3	ANEQ 230 or BMS 300; 3 credits 100-level Chemistry	Understanding of nutrients and nutrient function required to support animal life through all physiological states.
ANEQ 322	Pet Nutrition	2	ANEQ 320; ANEQ 345; FSHN 350	Nutrients, nutrient requirements, feeding practices, food sources and management for companion animals (dogs, cats, birds, fish, reptiles, etc.)
ANEQ 323	Zoo Nutrition	2	ANEQ 320; ANEQ 345; FSHN 350	Unique nutritional requirements of mammalian, avian, and reptile captive wild animals; management protocols needed.
ANEQ 520	Applied Comparative Nutrition	3	ANEQ 320 or FSHN 550 and FSHN 551	Comparative digestion strategies and mechanisms of nutrient utilization for terrestrial vertebrates: livestock, pets, wildlife, and zoo animal models.
ANEQ 551	Field Necropsy	2	ANEQ 230 or BMS 230 or BMS 300 or BMS 305 or VS 333	Field necropsy techniques for collection of animal tissues for submission to a diagnostic laboratory.
ANTH 370	Primate Behavior and Ecology	3	ANTH 120 or BZ 101	Behavioral patterns, ecological relationships, and communication of nonhuman primates.
BMS 500	Mammalian Physiology I	4	BMS 300 or BMS 360	Membrane function and electrical activity of cells, neurophysiology, blood and immune, muscle physiology, and cellular endocrinology.
BZ 329	Herpetology	3	BZ 214	Biology of amphibians and reptiles.
BZ 300	Animal Behavior	3	BZ 110 and BZ 111 or LIFE 103	Principles of ethology, behaviors of nonhuman animals emphasizing their adaptive significance and phylogenetic relationships.
BZ 330	Mammalogy	3	BZ 110 and BZ 111 or LIFE 103	Evolution, classification, and biology of mammals; practice in identifying and preparing specimens.
BZ 335	Ornithology	3	BZ 110 and BZ 111 or LIFE	Biology of birds, especially behavior, ecology, and

			103	identification in the laboratory and field.
BZ 401	Comparative Animal Physiology	3	BZ 214	Physiological mechanisms of digestion, metabolism, osmoregulation, excretion, circulation, and respiration in vertebrate and invertebrate animals
BZ 433	Behavioral Genetics	3	BZ 350 or LIFE 201A or LIFE 201B or SOCR 330	Genetics of behavioral characteristics in animals.
BZ 462	Parasitology and Vector Biology	5	BZ 110 or LIFE 103; BZ 212 or LIFE 206 or MIP 301 or MIP 302	Protozoa, helminthes, and insects and related arthropods of medical importance; systematics, epidemiology, host damage and control.
BZ 471	Stream Biology and Ecology	3	LAND 220/LIFE 220 or LIFE 320	Biology and ecology of running waters.
BZ 479/VS 479	Biology and Behavior of Dogs	3	BZ 110 or LIFE 103. Credit not allowed for both BZ 479 and VS 479	Interactions of physiology, neurobiology, and genetics on behavior of domestic dogs, and how evolution and domestication influence behavioral traits.
BZ 481A2	Animal Behavior and Conservation	3		
BZ 510	Zoophysiological Ecology	3	BMS 300 or BMS 360 or BZ 401; LAND 220/LIFE 220 or LIFE 320	Concepts, principles, and examples of adaptive physiological strategies used by animals.
BZ 535	Behavioral Ecology	3	BZ 220	Evolutionary and theoretical perspectives in animal behavior using examples from model empirical systems; emphasis on decision rules and social behavior.
BZ 580A1	Physiological Ecology of Marine Vertebrates	3	BZ 214; BZ 330; BMS 300 or BC 351 or BC 401 or BZ 401	This course will discuss the various physiological adaptations of vertebrates to the different marine environments.
BZ 480/580A2	Biological Basis of Behavior	4		
FW 300	Ichthyology	2	BZ 111 or LIFE 103	Biology of fishes: anatomy, taxonomy, physiology, behavior, ecology, evolution, and zoogeography.
FW 402	Fish Culture	4	FW 300	Principles and practices to produce food, bait, and sport fishes.
FW 469	Conservation in Management of Large Mammals	4	BZ 330; FW 260; STAT 301 or STAT 307/ERHS 307	Ecology and management of large wild mammals with emphasis on North American species both hunted and nonhunted.
FW 555	Conservation Biology	3	LAND 220/LIFE 220 or LIFE 320; STAT 307	Ecological factors in conservation of biological diversity; distribution of wild vertebrates.
FW 565	Managing Human- Wildlife Conflicts	3	FW 260	Methods for resolving conflicts caused by wildlife; integrating animal behavior, population dynamics, economics, and human dimensions into solutions.
FW 567	Wildlife Disease Ecology	3	LIFE 320; STAT 301 or STAT 307	Ecological, epidemiological, and evolutionary principles of disease in fish and wildlife populations; contemporary issues in disease ecology
FW 580	Evolution of Life History Strategies	3		
FW 605	Advanced Physiological Ecology of Fishes	4	FW 300	Physiological ecology of fishes; functional adaptations and adjustments used to cope with environmental and physiological states.
FW 662	Wildlife Population Dynamics	3	FW 260; MATH 155 or MATH 160; STAT 301	Population models; experimental evidence and analysis of theories of population regulation; case studies.
ACT 600	Accounting for Managers	3	Admission to a master's program in business	Cost management, budgeting, profitability analysis, and decision-making.
MKT 600	Marketing Management and Strategy	3	Admission to a master's program in business.	Processes of customer value creation and value capture; marketing strategy analysis.
NRRT 471	Starting and Managing Tourism	3	NRRT 231 or NRRT 262 or NRRT 270.	Aspects of starting and managing a tourism enterprise.

	Enterprise			
STAT 511	Design and Data Analysis for Researchers I	4	STAT 301 or STAT 307 or STAT 311 or STAT 315	Statistical methods for experimenters and researchers emphasizing design and analysis of experiments.
EDOD 669	Performance Management	3	Admission to OPC specialization	Performance improvement and change process, with special attention to the roles and responsibilities of employees and managers.
EDOD 672	Change Facilitation	3	Admission to OPC specialization	Roles and responsibilities of change agents and the fundamentals of change: principles, practices, processes, and resistance strategies.
PSY 648	Applied Organizational Psychology	3	Admission to the Plan C graduate program in Applied I/O Psychology	Applications of theory and methods for recruitment, selection, training, and performance management within organizations.

### Nontraditional learning modes

All PSM in NS students will be required to conduct **internships** in a workplace setting. For example, in the Zoo, Aquarium and Animal Shelter Management specialization students will participate in internships fulfilling a function embedded in a zoo, aquarium or animal shelter under the supervision of a professional employed there.

## 9. Curriculum – courses and total structure

### Professional Science Master's in Natural Sciences Curriculum

The CNS Professional Science Master's program is designed to augment the bachelor's degrees obtained from all departments in the CNS, as well as other departments across CSU. For many students, particularly through earning a BS degree outside CSU, the PSM degree will be obtained as a separate master's degree directly after earning a BS or after spending time in the workforce. However, for some CSU students it can be completed as a continuous five-year bachelor's/master's program.

Key course work components include:

1. Discipline specific advanced required<sup>2</sup> and elective<sup>3</sup> courses.
2. A graduate seminar course (NSCI 693).
3. Graduate specialized training and group project courses (NSCI 699B and C).
4. A responsible conduct in science/science ethics course requirement.

### Sample Curriculum – Generic PSM in Natural Sciences (Plan C)

#### First Year (24-26 total credits)

##### FALL

Advanced courses<sup>2,3</sup> 9-10 cr  
**NSCI 693**<sup>1</sup> 1 cr  
 Science Ethics course<sup>4</sup> 1 cr  
 11-12 cr

##### SPRING

Advanced courses<sup>2,3</sup> 6-7 cr  
**NSCI 693**<sup>1</sup> 1 cr  
**NSCI 696B**<sup>1</sup> 6 cr  
 13-14 cr

#### Internship (intervening summer)

#### Second Year (16-17 credits; 40-43 total credits)

##### FALL

Advanced courses<sup>2,3</sup> 9-10 cr

##### SPRING

**NSCI 693**<sup>1</sup> 1 cr  
**NSCI 696C**<sup>1</sup> 6 cr  
 7 cr

<sup>1</sup>PSM in NS required course in all specializations.

<sup>2</sup>PSM in NS specialization required course.

<sup>3</sup>PSM in NS specialization elective courses

<sup>4</sup>Ethics courses available: BC 601, CHEM 601, MIP 654, CM/PHIL 666, BUS 505, GRAD 544

A professional coordinator/adviser in the Dean's office will coordinate students' progress, analogous to program coordinators of other graduate degree programs.

## Zoo, Aquarium, Animal Shelter Management Specialization Curriculum

Many zoology majors have a strong but unfocused interest in working with animals. Thus, they often find it difficult to identify specific career paths and jobs to apply for. Simultaneously, nonprofit life science-related entities complain that there is a dearth of potential employees with a science background that are also cross-trained in the skills needed for management of these businesses. The PSMNS specialization in zoo, aquarium, and animal shelter management is designed to provide the additional general and specific business and management coursework to allow its graduates to simultaneously work as both a biologist and a manager. This includes an internship at a zoo, aquarium, etc. and a group project related to a management position in a biology-related nonprofit entity.

### **Curriculum – PSMNS Specialization in Zoo, Aquarium, Animal Shelter Management**

**Prerequisite:** BS in Biology, Zoology or related science major

#### **First Year (24 - 25 total credits)**

<u>FALL</u>		<u>SPRING</u>	
<b>NSCI 579</b>	3 cr	Sci. Elective course	3-4 cr
ANEQ 522	3 cr	<b>NSCI 693</b>	1 cr
<b>NSCI 693</b>	1 cr	<b>NSCI 696B</b>	6 cr
MGT 620	3 cr	BUS 505	<u>3</u> cr
Sci. Ethics course	<u>1</u> cr		13-14 cr
	11 cr		

#### **Internship at zoo, aquarium or animal shelter (intervening summer)**

#### **Second Year (16 - 17 credits; 40 - 42 total credits)**

<u>FALL</u>		<u>SPRING</u>	
Sci. Elective course	3-4 cr	<b>NSCI 693</b>	1 cr
MGT 625	3 cr	<b>NSCI 696C</b>	<u>6</u> cr
Bus. Elective course	<u>3</u> cr		7 cr
	9-10 cr		

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

#### *Specific learning outcomes*

1. Students will obtain the ability to demonstrate proficiency in the skills and knowledge base of their specific PSM specialization (for example Zoo, Aquarium and Animal Shelter Management).
2. Students will obtain career and academic advising aimed at retention and success in the program, as well as success in finding relevant employment and performance of their job.
3. Graduates of the PSM program will find employment relevant to their PSM degree and/or continue on in a related graduate school program.
4. Students will be matched with internships providing hands on experience relevant to their PSM specialization and to their individual career interests.
5. Students will be exposed to diverse cultural experiences and have the opportunity to integrate academic and co-curricular experiences.

#### *Methods used to assess student learning and graduation outcomes.*

1. Students will maintain a 3.00 GPA or higher in the program coursework.
2. Probationary students will be notified and informed of options for improving their academic performance. The number of students on probation and the number that move back off probation will be recorded.

3. We will count the number of scholarships and awards obtained by students in the program.
4. We will record the number of students taking advantage of academic and career advising (a minimum of once per semester will be required).
5. Program graduates will be required to fill out an exit survey commenting on the nature and quality of academic and career advising. This survey will collect information on their post-graduation plans.
6. Program alumni will be asked to fill out a survey each year for commenting on the preparation they received for success in their employment, for updating contact and employment information.
7. Students that leave the program before completing it will be asked to complete a survey assessing why they left.
8. The number of students in traditionally underrepresented minorities applying to, accepted into, enrolled and completing the program will be tracked.
9. Program alumni employers will be asked to complete a survey in the first and fifth year of their employment commenting on the alumni's training and success as an employee.

*Is a licensure examination associated with this field of study?* No.

*Means for the institution to determine the extent that the PSM Program meets the outline objectives.*

1. Program applications, participants, retention and completion will steadily increase.
2. Students taking advantage of academic and career advising will steadily increase.
3. Student level of satisfaction with the program will increase.
4. Graduate placement in employment and retention of that employment relevant to their PSM degree specialization will steadily increase.
5. Employer satisfaction with the training and success of program graduates will steadily increase.
6. The proportion of students that members of underrepresented minorities will steadily increase.
7. The number, quality and diversity of internships available to students in the program will steadily increase.

*Use of the information for improving teaching, advising and co-curricular activities for enhancing student learning outcomes.*

The PSM Program Director and Coordinator will compile, organize and summarize the assessment findings each year. These findings will be presented in written and oral format to the Dean of the College of Natural Sciences and the relevant Specialization Program Steering Committee. This steering committee will consist of CSU faculty and representatives from potential employers and internship providers for each PSM specialization. The Steering Committee will provide recommendations for program improvements.



## Faculty

### **11. “Snapshot” of Faculty Resources**

Summary of faculty resources available. Note, below is simply a list of exemplar faculty; many more CSU faculty will be included in the program dependent on interest, coursework and advising needs. For example, in the Zoo, Aquarium and Animal Shelter Management PSM Specialization, nearly every faculty member in the Department of Biology may participate.

<b>Last, First name</b>	<b>Tenure-track, Tenured, Special, etc.</b>	<b>Highest Degree</b>	<b>Area of Specialization</b>
Laybourn, Paul	Tenured	PhD	Biochemistry
Irlbeck, Nancy	Tenured	PhD	Agricultural Sciences
Kirch, Brett	Tenure-track	PhD	Animal Sciences
Rollin, Berni	Tenured	PhD	Philosophy (Ethics)
Bush, Dan	Tenured	PhD	Biology
Wilson, Kenneth	Tenured	PhD	Fish, Wildlife, and Conservation Biology
Engle, Terry	Tenured	PhD	Animal Sciences
Rosales, Tanja	Manager	BS	Management Practice
Desir, Rosemond	Tenured	PhD	Management Practice
Angeloni, Lisa	Tenure-track	PhD	Animal Behavior
Willis, Jennie	Special	PhD	Animal Behavior

*Estimate of new faculty members required.* The program may require one to two additional faculty members in the Biology Department specializing in animal behavior. That will be determined as the program grows and demand is clearly determined.

*Estimate of the number and type of new support staff needed.*

A Program Coordinator who will do the bulk of the career and academic advising of students and working with businesses and non-profit institutions to provide internships.

### **12. Faculty Vitae (Available on request)**

## Resources

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

*Current department enrollment.*

None, we have no PSM Degree at this time.

The College of Natural Sciences also manages the Masters in Natural Science Education (MNSE) Program and the BS in Natural Sciences degree – we expect no effect on either of these programs.

*Department’s current areas “controlled” or “capped.”* None.

*Impact of program on commitments already made to students in other programs.*

The only program potentially impacted is the Master of Management Practice graduate program in the College of Business. The Manager of that program has indicated that they would welcome and could accommodate the additional students taking their courses from our PSM program. The seats in these courses would be paid for from student tuition funds.

*“Collateral expenses” produced from this program.*

As the number of students in the PSM in NS Program increase there may be a need to increase the number of sections of Master of Management Practice courses offered. The additional instructional costs incurred through creation of additional sections would be paid for from student tuition funds.

*Graduate Assistant positions – current and requested*

No GRA or GTA positions are requested at this time. If, however, the demand of the PSM program warrants growth, several GTAs may be required. These can, however, be accommodated within the projected tuition revenue.

#### **14. Library Reference Sources**

Because the program is primarily based on existing courses, the student and faculty access to library and department resources relevant to the proposed program are adequate at this time.

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

The Coordinator for the program will require an office and computer resources. These will be provided by the College of Natural Sciences.

#### **16. Summary of Budget Needs (see Initiative Planning Assessment Form, page 17)**

The initial investment in the first year (FY12) required to create the PSMNS specialization in Zoo, Aquarium and Animal Shelter Management by the College of Natural Sciences will be repaid through tuition revenues in the FY13. By FY14 the proposed budget model will provide sufficient funds to develop a second specialization in the PSM in NS Program.

Steady State Expenses (in 6<sup>th</sup> year of program):

Administrative expenses (director & coordinator)	\$ 67,565/y
Instructional costs (speakers and instructors)	\$ 58,047/y
Operating expenses (see below for details)	\$ 18,016/y
Business course tuition costs	<u>\$ 23,040/y</u>
Total	\$166,898/y

Steady State Income (in 6<sup>th</sup> year of program):

Tuition share (30%)	\$ 96,558/y
Program charge (\$2,000/semester per student)	<u>\$ 96,000/y</u>
Total	\$192,558/y

Steady State Net Income (in 6<sup>th</sup> year of program):

Income - Expenses	\$ 25,659/y
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Initial program start-up costs (FY12) are ~\$51,000 for Director salary (1 mo, \$11,111) and the Coordinator salary (12 mo, 50% time, \$30,000) and for operating, advertising, and program development costs (\$10,000). Funds to provide for these costs will be fronted by the College of Natural Sciences.

In subsequent years, the Director one-month salary buy-out and Coordinator instructor salaries increase by 4%. In addition, the Coordinator position increases to 75% time in FY14 to accommodate the increased responsibilities incurred when the program goes from 12 to 24 students.

\*Other salary expenses [beginning in the second year (FY13)] are for instructional costs for the NSCI 573, 693 and 696B courses, which prepare the students for their internships. Instructional costs will include instructor salary for NSCI 579 (\$10,000), speaker travel and honoraria (\$500/speaker x 15 weeks x 2 semesters = \$15,000) for NSCI 693 Seminar, and

instructor salaries for NSCI 696B (\$15,000). In the third year (FY14) onward, the budget includes expenses for half of the instructor salaries for two other key science elective courses that will be developed in ANEQ and/or BZ (\$10,000).

‡Operating expenses include advising, advertising, office supplies and instructional supplies (\$10,000 in FY12; increasing to \$15,000 plus inflation increases in FY13 onward).

The College of Natural Sciences has agreed to provide the investment funds to cover initial program expenses (\$51,111 in FY12). In subsequent years, the College's investment will be repaid and operating and administration costs will be covered by program income through

student tuition (tuition share of 80% in FY13, 35% in FY14, and 30% in FY15 onward) and a special program charge (\$2,000/semester per student). Survey results indicate that students are willing to pay this amount to enroll in PSM specialization in Zoo and Aquarium Management (57/138 or 41% of respondents are willing to pay \$3,500/y and 62/138 or 45% of respondents are willing to pay equal to or greater than \$5,000/y. Only 19/138 or 14% said they would not be willing to pay any program charges.). For Colorado resident students the

program costs (tuition and special program charge; \$11,992/y) are well below the mean cost for PSM programs (see table to the right). For nonresident students the program cost will be \$23,592/y (first year only, before obtaining Colorado residency). Tuition income is based on 12 students starting the program in the first year of running the program (FY13) and 12 students starting in the second year (24 students total in the program; FY14). In the third year onward, 12 students will start the program and about 12 will graduate (24 students total in the program). We project a 79%/21% distribution between resident and non-resident students based on the current distribution in CNS MS graduate programs (70%/30%). Note that most students in the program will obtain Colorado residency by their second year in the program. Thus, tuition share and program charge funds will provide \$96,558/y from tuition and \$96,000 from a special program charge in the fifth year (FY17) of running the program, totaling \$192,558. Subtracting program expenses from program revenues leaves \$25,893 in net program income. In the second year of running the program (FY14) the net income will be \$38,411, which will be used to develop a second PSM specialization.

Institution	Annual	Program
American University	22,266	44,532
CSU Channel Islands*	13,515	27,030
CSU Chico	6,272	12,544
Keck Institute*	38,340	76,680
Oregon State	11,659	23,318
San Jose State*	13,750	27,500
Rice University	25,900	38,850
University Utah	5,750	11,500
<b>MEAN</b>	<b>17,182</b>	<b>32,744</b>

\*Biotech Program  
Nishio, 2009

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES  
CSUS System Office, Denver  
10 January 2012  
MINUTES**

**CALL TO ORDER**

D. Horrell, Chair, called the meeting to order at 10:00, A.M.

**ROLL**

**Committee Members Present:** M L. Makepeace, Board Member; C. Makela, CSU-Fort Collins Faculty Representative; and K. Proctor, CSU-Pueblo Faculty Representative.

**Others:** G. M. Dennison, CSUS Chief Academic Officer; S. Bell., Executive Secretary to the Board; J. Bellum, Provost, CSU-Global; R. Miranda, Provost, CSU-Fort Collins; R. Kreminski, Interim Provost, CSU-Pueblo; S. Teufel, Assistant to the Executive Secretary

**SYSTEM ITEMS**

G. M. Dennison, Chief Academic Officer, reviewed the Campus Items proposed for placement on the Board Agenda as Consent Items:

**A. CSU-Fort Collins**

1. Sabbatical Leave Reports: The Board approves reports for Sabbatical Leave taken during the prior year. The Committee agreed to recommend approval by the Board.
2. Faculty Emeritus Appointments: The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. The Committee agreed to recommend approval by the Board.

**B. CSU-Global**

1. Spring 2012 A Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.

**Reports**

**A. CSU-Fort Collins**

1. Faculty Workload Report: During the December meeting, Board Members requested the inclusion of definitions so as to clarify items reported. The Committee reviewed the proposed format and definitions, raising questions about the significance of the trends noted. Dennison commented that the definitions enable peer comparisons, the basic purpose of the report. Importantly, the faculty definitions parallel those used for salary studies as well. With regard to the data presented, CSU-Fort Collins compares very favorably with peers. However, the close analysis reveals that CSU-Fort Collins has found it necessary to rely more heavily on adjuncts or temporary instructors than the peers. Miranda noted that the rising student-faculty ratio reveals that the campus has found it difficult to add faculty as enrollment increases, resulting in larger class sizes. Board Members asked if lack of class availability might result in delaying graduation. Miranda responded that the University intervenes to assure that such delays do not occur. The Committee agreed to recommend approval by the Board.

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2. Outcomes Assessments Report Discussion: R. Miranda reported on the use of PRISM to assess outcomes in the majors across the campus. PRISM provides a flexible and robust system to identify problem areas within curricula for attention. CSU-Fort Collins received commendation for the implementation of the system during the last accreditation visit. The Chair inquired about the mechanisms to assure attention to identified problem areas. Miranda that the University shares the PRISM reports with the University Assessment Committee and all others on campus. In addition, as observed by C. Makela, PRISM reports inform program reviews and require attention by the Departmental faculty. However, it seems clear that PRISM does not focus on those general traits, competencies, and insights expected of an educated person – i.e., critical thinking, creativity, and the like. Miranda agreed but noted that the University also relies on other assessment instruments to assess graduates, such as the NSSE (Student Engagement) and CLA (higher order learning and skills). Following robust discussion, the Chair asked Dennison and the Provosts to identify all the assessment instruments – including PRISM, NSSE, CLA, and any others -- used on the campuses and develop a report for the Committee and the Board to indicate purpose and results. As part of the exercise, the Chair requested specifically that the group structure a formatted report so as to inform the Board about learning outcomes achieved.

**B. CSU-Pueblo**

1. Faculty Workload Report: The CSU-Pueblo Workload Report parallels the CSU-Fort Collins counterpart report, but with differences in definitions because of the differences between the two institutions. The Chair noted as well that the CSU-Pueblo report read differently than the CSU-Fort Collins report. Dennison requested that Provost Kreminski make the appropriate revision for inclusion in the Board Agenda. The Committee discussion focused on most of the same issues mentioned during the discussion of the CSU-Fort Collins report. Kreminski mentioned some data questions for further clarification in succeeding report. The Committee agreed to recommend approval by the Board.

**C. CSU-Global**

1. Faculty Workload Report: The CSU-Global Faculty Workload Report differs considerably from the other two counterpart reports because of the unique role and mission of CSU-Global. Provost Bellum explained that the report seeks to provide timely information to the Board about workload issue for the Global campus. The Committee agreed that the benchmark data will become useful in coming years to assess developments at CSU-Global in comparison to other similar institutions. The Committee agreed to recommend approval by the Board.

**D. System**

1. PWR Diploma Report: Dennison reviewed the process to develop the Postsecondary and Workforce Readiness Endorsed Diploma required by Colorado statute. The Endorsed Diploma will certify that the recipient has satisfied all graduation requirements; meets the existing admission standards for open, modified open, and moderately selective Colorado institutions of

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high education *without need for any remediation* but subject to possible placement depending on the major; has developed competencies in the use of the required 21<sup>st</sup> century skills; and has also demonstrated excellence in three academic areas – recommended to increase to four areas in 2016. Selective and highly selective institutions have only to accord priority consideration, as defined locally. If approved, districts have the discretion to choose whether to offer the opportunity for certification to graduates. However, implementation for such voluntary use requires the prior approval of the governing boards of Colorado institutions of higher education. If the governing boards approve the proposal, the Department of Education and Colorado Commission on Higher Education will jointly adopt a resolution to establish the Endorsement. In the very near future, all Board Members will receive a copy of the proposal requesting approval. Dennison served on the Task Force and supports the Endorsed Diploma proposal, arguing that its implementation will help immensely in the effort to assure appropriate academic preparation of graduating seniors for college or career. The Agenda attachment contains the details of the proposal. The Committee agreed to have a recommendation for the Board for the February meeting.

**NEXT MEETING**

- Scheduled Date: 10 April 2012, 10:00, A.M., to 12:30, P.M. NOTE: Dennison and the Provosts will discuss the Agenda and confirm the date or recommend a change.
- Place: System Office, Denver
- Tentative Agenda Items
  - 1 Outcomes Assessment Instruments, Purposes, and Results
  - 2 Excellence in Undergraduate Teaching Award
  - 3 Off-Campus Programming (Initial Site- and Program-Specific)
  - 4 Spring Graduates
  - 5 Faculty Handbook Items (Routine Matters)
- Campuses must submit Agenda Items for Inclusion in the Agenda on or before 30 March 2012.

The Committee adjourned at 12:10, P.M.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AFFAIRS COMMITTEE MEETING  
CSU System Office, 410 17<sup>th</sup> Street, #2440, Denver, Colorado  
10 January 2012  
10:00, A.M. – 12:30, P.M.**

**AGENDA**

**D. Horrell, Chair, Presiding**

- I. Roll Call**
- II. December Meeting Minutes (Attachment 1)**
- III. Campus Consent Items: G. M. Dennison, Chief Academic Officer**
  - A. CSU – Fort Collins, Consent Items and Proposed Actions**
    - 1. Sabbatical Leave Reports (Attachment 2): Approve**
    - 2. Faculty Emeritus Appointments (Attachment 3): Approve**
  - B. CSU – Global , Consent Items and Proposed Action**
    - 1. Spring 2012 A Graduates (Attachment 4): Approve**
- IV. Reports: G. M. Dennison, Chief Academic Officer**
  - A. CSU-Fort Collins, Reports**
    - 1. Faculty Workload Report (Attachment 5): Accept**
    - 2. Outcomes Assessment Report (Attachment 6): Accept**
  - B. CSU-Pueblo, Reports**
    - 1. Faculty Workload Report (Attachment 7): Accept**
  - C. CSU-Global Reports**
    - 1. Faculty Workload Report (Attachment 8): Accept**
- V. System Discussion and Information Items: G. M. Dennison, Chief Academic Officer**
  - A. PWR Diploma Endorsement Task Force (Attachment 9): Discussion**
  - B. Other**
- VI. Adjourn**

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AFFAIRS COMMITTEE MEETING  
CSU System Office, 410 17<sup>th</sup> Street, #2440, Denver, Colorado  
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**SECTION I**

**Roll Call**

**Members of the Academic Affairs Committee:**

**Board of Governors members Dorothy Horrell, Chair; Don Elliman; Mary Lou Makepeace; Carole Makela, CSU-Fort Collins Faculty Representative; Kristina Proctor, CSU-Pueblo Faculty Representative**

**System Staff: G. M. Dennison, System Academic Officer; Sheila Trice Bell, Executive Secretary to the Board of Governors**



BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

Attachment 1

ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES

Lory Student Center, CSU, Fort Collins

6 December 2011

MINUTES

**CALL TO ORDER**

M. L. Makepeace, Interim Chair of the Committee, called the meeting to order at 1:30, P.M. The Board Chair announced that, in the absence of a quorum of Committee members, the Board Members in attendance will serve as a Committee of the Whole.

**ROLL**

**Committee Members Present:** J. Zimlich; P. Tate; S. Johnson; D. E. Haseldan; P. McConathy; C. Makela, CSU-Fort Collins Faculty Representative; K. Proctor, CSU-Pueblo Faculty Representative.

**Others:** G. M. Dennison, CSUS Chief Academic Officer; S. Bell., Executive Secretary to the Board; T. Frank, President, CSU-Fort Collins; L. DiMare, President CSU-Pueblo; Julio Leon, Former Interim President; B. Takeda-Tinker, President, CSU-Global; J. Blake, Chancellor; J. Bellum, Provost, CSU-Global; R. Miranda, Provost, CSU-Fort Collins; P. Dorhout, Provost, CSU-Pueblo; R. Sweigert, CSUS Chief Financial Officer; M. Nosler, CSUS General Counsel; A. Horn, CSUS Internal Auditor; E. Berlinberg, President, ASCSU-Fort Collins; I. McGregory, President, ASCSU-Pueblo; S. Teufel, Assistant to the Executive Secretary

**SYSTEM ITEMS**

G. M. Dennison, Chief Academic Officer, reviewed the Campus Items proposed for placement on the Board Agenda as Consent Items:

**A. CSU-Fort Collins**

1. Sabbatical Leave Requests: The Board reserves the authority to approve requests for Sabbatical Leave Requests recommended by the Presidents in accordance with established policies. The Committee agreed to recommend approval by the Board.
2. "Preface" to Faculty Handbook: The Committee requested discussion and revision of the language during the August meeting. As a result, the Campus and General Counsel revised the language and reached consensus. The Committee agreed to recommend approval by the Board.
3. Revision of Peer Group: The proposed peer group consists of similar institutions, with some minor modifications of the earlier list. Dennison reported favorable discussions with the CCHE staff. The Committee agreed to recommend approval by the Board.
4. Fall 2011 Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.
5. Faculty Emeritus Appointments: The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. The Committee agreed to recommend approval by the Board.

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**B. CSU-Pueblo**

1. Sabbatical Leave Requests: The Board reserves the authority to approve requests for Sabbatical Leave Requests recommended by the Presidents in accordance with established policies. The Committee agreed to recommend approval by the Board.
2. Review of Mission Statement: In accordance with Board Policy concerning Campus Mission Statements, CSU-Pueblo reviewed its Mission Statement in light of the recent statutory change authorizing selected professional doctoral programs and recommended no change. The Committee agreed to recommend approval by the Board.
3. Revision of Peer Group: The proposed peer group consists of similar institutions, with some minor modifications of the earlier list. Dennison reported favorable discussions with the CCHE staff. The Committee agreed to recommend approval by the Board.
4. Fall 2011 Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.
5. Proposed Master of Science in Engineering: Dennison reviewed the proposal, noting its consistency with the Campus Role and Mission, its coherent curricular structure, its potential to serve needs within the region, and the responsive financing plan. The Committee agreed to recommend approval by the Board, with annual reports for each of three years following implementation concerning enrollments and revenues.
6. Proposed Doctor of Nursing Practice: Dennison reviewed the proposal, noting its consistency with the Campus Role and Mission, its coherent curricular structure, its potential to serve needs within the region, and the responsive financing plan. The Committee agreed to recommend approval by the Board, with annual reports for each of three years following implementation concerning enrollments and revenues.

**B. CSU-Global**

1. Proposed Comparison Group: The proposed comparison group consists of similar institutions, with some for-profit institutions included for information. Dennison reported favorable discussions with the CCHE staff. The Committee agreed to recommend approval by the Board.
2. Fall 2011 Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.

**Mandated System Performance Contract and Other Reports**

**A. CSU-Fort Collins**

1. Faculty Workload Report: In August, the Committee requested a new format for the report, one that presents relevant data comparisons with peer institutions for the information of the Board. The Committee reviewed the proposed format and found it useful, but requested the addition of definitions for the data elements. Dennison and the Provosts will add the definitions for subsequent consideration.

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2. INTO Affiliation: Provost Miranda reported on progress in discussions with INTO concerning the recruitment and education of international students. The Committee asked questions about the purpose and design of the program and expressed support for it. Because of the nature of the proposed contract, President Frank will discuss it with the Executive Committee.
3. Program Review Schedule for 2012-2013: CSU-Fort Collins will review the quality, success, and responsiveness of the listed academic programs during 2012-2013 and report the results during 2013-2014. The summary reports will indicate actions taken to assure quality and sustainability. The Committee agreed to recommend approval by the Board.
4. Performance Contract Reports: Under the System Performance Contract, the institutions must report annually on designated performance areas. The Board reserves the authority to approve the reports for submission to the CCHE. Dennison noted that CSU-Fort Collins had met all but one of the targets and has instituted plans and programs designed to assure success beyond the targets. The CCHE has not yet decided how to handle the annual reports in the light of the new performance contracts scheduled for development during the next 12 months. In any event, the System will stand ready to respond as needed. The Committee agreed to recommend approval by the Board for submission of the following reports:
  - Retention and Graduation Report
  - Underserved Students Report
  - Outcomes Assessment Report
  - Graduate Education Report
  - Underrepresented Teachers Report
  - Licensure and Other Qualifier Report
  - Workforce and Economic Dev'p'nt Report

**B. CSU-Pueblo**

- 1 Faculty Workload Report: In August, the Committee requested a new format for the report, one that presents relevant data comparisons with peer institutions for the information of the Board. The Committee reviewed the proposed format and found it useful, but requested the addition of definitions for the data elements. Dennison and the Provosts will add the definitions for subsequent consideration.
- 2 Program Review Schedule for 2012-2013: CSU-Pueblo will review the quality, success, and responsiveness of the listed academic programs during 2012-2013 and report the results during 2013-2014. The summary reports will indicate actions taken to assure quality and sustainability. The Committee agreed to recommend approval by the Board.
- 3 Performance Contract Reports: Under the System Performance Contract, the institutions must report annually on designated performance areas. The Board reserves the authority to approve the reports for submission to the CCHE. Dennison noted that CSU-Pueblo had not yet met all of the targets, especially those concerning retention and graduation, but has instituted plans and programs designed to assure success beyond the targets. In addition, CSU-Pueblo needs to

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“close the loop” with regard to problems identified during program reviews and outcomes assessments. The CCHE has not yet decided how to handle the annual reports in the light of the new performance contracts scheduled for development during the next 12 months. In any event, the System will stand ready to respond as needed. The Committee agreed to recommend approval by the Board for submission of the following reports:

- Retention and Graduation Report
- Underserved Students Report
- Outcomes Assessment Report
- Graduate Education Report
- Underrepresented Teachers Report
- Licensure and Other Qualifier Report
- Workforce and Economic Dev’p’nt Report

**C. System Repots**

- 1 Academic Quality Formats: Dennison and the Provost will provide new formats during the coming meetings that will cover most of the data elements included in the performance contract reports and any others of interest to the Committee and the Board. The reports will take the form of “dashboard indicators,” with definitions of terms included.
- 2 CCHM Master Plan Process: Dennison noted that the CCHM began with the “Degree Dividend” but has moved on with the adoption of four goals based on the “Dividend” document for inclusion within the Master Plan for Higher Education. The goals focus specifically on 1) increasing the number of degrees awarded annually so as to bring the level of degree attainment in Colorado to 60% of the state population; 2) closing the attainment gap between the majority and minority populations, paying attention as well to adverse disparities for first-generation, rural, urban, and low-income students; 3) reducing or eliminating the need for remediation for entering college students; and 4) assuring appropriate funding for the achievement of these goals, while also adjusting the balance of support from the current 30% state-appropriated, 70% tuition support to a 50-50 mix. Discussion of specific strategies for the achievement of these goals will occur over the next twelve months, culminating in a new Master Plan in Spring 2012 and new performance-based or incentive contracts for the Systems and campuses scheduled for announcement in December 2012. It seems clear that the CCHM will seek some form of outcomes targets rather than relying on inputs (enrollments).
- 3 Task Force on PWR Diploma Endorsement: Dennison reported that the Task Force has completed its work and that each member of the Board will soon receive a letter outlining the criteria for the PWR Endorsement. The Endorsed Diploma, by statute, is voluntary for School Districts and requires advance approval by the Governing Boards of Colorado institutions of higher education prior to implementation. An Endorsed

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Diploma warrants that a recipient high school graduate has the required academic preparation for college-level work without remediation and has gone beyond the formal requirements for a high school diploma. PWR indicates Postsecondary and Workforce Readiness (College and Career Readiness elsewhere in the country).

- 4 Discussion: The Committee discussed the high incidence of the need for remediation among entering college students and the rising debt loads among college graduates. Dennison reported that roughly 35% entering college freshmen nationally require remediation. The proportion in Colorado runs roughly the same. Without correcting that problem, the United States can never reclaim world leadership in the educational attainment of its citizenry. In addition, Dennison noted the inclination to label student loans as a “blight on the higher education landscape.” However, since college has become essential for success in the modern world, and costs continue to increase even as state governments find it difficult to maintain appropriations, loans provide the only viable alternative. Experts on student loans argue persuasively that most student borrowers have reasonable debt loads in light of the continuing wage premium of a college degree. Problems have occurred, especially during the economic downturn of recent years. However, the majority of the serious problems have developed within the for-profit sector and among students who secured private loans without the protections that federal loans offer. A data point worth bearing in mind: For-profit institutions account for 10 percent of the students and nearly 50 percent of the defaults. The Committee may wish to review student loans as a topic for future discussion.

**NEXT MEETING.**

- Date: 10 January 2012, 10:00, A.M., to 12:30, P.M.
- Place: System Office, Denver
- Tentative Agenda Items
  - 1 Workload Formats Revised
  - 2 Quality Indicators – Outcomes Assessment (R. Miranda)
  - 3 Sabbatical Reports (Prior Year)
  - 4 Program Review Reports (Prior Year)
- Campuses must submit Agenda Items for Inclusion in the Agenda on or before 3 January 2012.

The Committee adjourned at 3:00, P.M.

Board of Governors of the  
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Meeting Date: February 8, 2012  
Consent Item

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Approved

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

MATTERS FOR ACTION:

CSU: Sabbatical Summaries 2010-2011

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the sabbatical summaries for sabbaticals taken in 2010-2011 as submitted by Colorado State University.

EXPLANATION:

Presented by Tony Frank, President

Summaries of sabbatical leaves taken are submitted annually to the Board of Governors for their review.

### **Sabbatical Leave Policy**

The sabbatical leave policy for Colorado State University faculty is addressed in Section F.3.4 in the Academic Faculty and Administrative Professional Manual. CSU offers academic faculty members the possibility of sabbatical leaves at any time after six years have elapsed since the faculty member's initial appointment or most recent sabbatical leave.

The faculty members seeking sabbatical leave shall follow the procedures established by his/her academic unit. College deans or the Dean of Libraries shall forward the names of faculty members recommended for sabbatical leave along with a detailed sabbatical plan to the Provost/Executive Vice President. The detailed plan shall specify how the sabbatical will result in the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise. Faculty members cannot be absent for more than two academic semesters in cases of faculty on nine month appointments, and no more than one calendar year for faculty on 12 month appointments.

#### **College of Agricultural Sciences**

##### **W. Marshall Frasier - Agricultural and Resource Economics**

Dr. Frasier invested his leave time to build a better understanding of useful and appropriate vehicles to the development of online curricular materials that will provide a basis for his academic unit to perform at the highest level possible. This was accomplished first by developing materials for courses for which he has specific responsibilities and then sharing what he has learned with faculty in his department. During the leave, he continued to work on current contract and grant obligations as these reinforce his research capacity as a faculty member at CSU.

With the sabbatical leave now complete, Dr. Frasier is working to bring this new-found knowledge to bear immediately on programs in his department and college. He has developed first-rate materials that will not only support his efforts in distance education, but are already being used in support of his obligations in resident instruction. He has developed support materials for other members of the DARE faculty to support web-based delivery of content for both distance and blended learning environments. This includes demonstration materials for design elements and workflows that he has found useful in his experience. He has already presented a seminar to the Department to summarize these findings in an interactive and descriptive manner and is scheduled to do so for the College of Agricultural Sciences as part of the Master Teacher Workshop series.

### **College of Applied Human Sciences**

#### **Zeynep Biringen - Human Development and Family Studies**

During her sabbatical, Dr. Biringen accomplished an enhancement in the number and quality of her grant submissions as well as the number and, likely, impact of research outputs. She co-edited a Special Section in a high quality peer-reviewed journal with respect to a conceptual framework and measurement system (Emotional Availability/Emotional Availability Scales). She co-developed, featuring numerous prolific and well-respected researchers in the field, where the goal was to integrate this assessment an area within the broader field of developmental psychopathology. She brought together evidence from over 100 peer-reviewed publications for this purpose. She submitted federal grants in multiple areas of research inquiry, with some being entirely “new” (but highly fundable) research topics.

Dr. Biringen had an opportunity to collaborate with new colleagues and she was able to move into new research arenas. She collaborated with colleagues in the Hemophilia & Thrombosis Center (HTC) as well as at the Centers for American Indian & Alaska Native Health, both at UC-Denver. At the international level, she was invited to collaborate on a large longitudinal study of Norwegian children/families, focusing on child care, mental health issues in 1,000 children (randomly selected from 4,000). She was able to spread the message related to her area of research in parts of the world that were not previously knowledgeable about her area in infant mental health (e.g., Turkey). This sabbatical provided the opportunity for her to move into new research areas, including children with chronic illness and “toxic stress”.

#### **Soo Kang - Food Science and Human Nutrition**

Dr. Kang spent her sabbatical year in South Korea, where she worked as an international scholar in the College of Hotel and Tourism Management at Kyung Hee University. The College is the largest and most well-known tourism program in the country, with more than 1,200 undergraduates, 200 graduate students, and 32 faculty members. She actively engaged in research, teaching, and service representing Colorado State University. She had the opportunity to collaborate with a number of Korean scholars engaged in hospitality research and practice which has resulted in publications and manuscripts currently under review.

She gained a broader international perspective on the hospitality industry as a result of her collaborative work in Korea and will have substantially more information and different perspectives brought to bear on both her future research and teaching. She is in a better position to provide her students with real-world international business cases and trends in her discipline, which will help internationalize the hospitality management curriculum at CSU. The collaborations developed during her sabbatical will be maintained and enhance her opportunities for future international research.



## **College of Business**

### **Jeffrey Casterella - Accounting**

Dr. Casterella completed and published a paper in the November 2010 issue of *Auditing: A Journal of Practice and Theory*. This journal leads all other specialized accounting journals with multiple appearances as a top 5 accounting journal.

His second goal for this sabbatical was to get two other papers back on track including updating the datasets necessary to publish the research. He and his colleagues decided to change their plans for the two working papers on audit failures. Although the data had been collected and models run, the data needed updating to include more recent failures. He and his coauthors decided to hand collect new data and to combine the two paper ideas into one and aim it for one of the top three journals. The primary focus of the combined paper is whether, and under what conditions, the duration of an auditor's relationship with a client influences auditor judgment and audit quality. This paper will provide important information to auditors, financial statement users and regulators.

Dr. Casterella and his colleagues formulated a plan for a new third paper on audit fees and competition. This paper will investigate the effect of auditor specialization and industry concentration on the cost of audit services. Their study is motivated by the proposition that specialization will allow excess profits only in the absence of competing specialists.

He continued to keep up with his service commitments which included being co-advisor for the accounting honorary organization. He spent time analyzing the delivery of ACT601. This course examines and evaluates significant controversial issues facing auditing practice and includes a module on professional ethics. During the sabbatical, he prepared materials to assist students in reading otherwise difficult research papers.

### **K. Douglas Hoffman - Marketing**

During his sabbatical, Dr. Hoffman accomplished the following:

1. Served as Visiting Professor, Thammasat University, Bangkok, Thailand.
  - a. Taught graduate-level services marketing class.
  - b. Experienced bottom-of-the-pyramid markets in northern Thailand and Myanmar.
2. Revised on-line Principles of Marketing class for CSU.
3. Co-developed TILT Summer Teaching Retreat
4. Executed responsibilities as Editor of Marketing Education Review
5. Served as Coordinator for College of Business Master Teacher Initiative (MTI)
6. Served as University Coordinator for MTI
7. Presenter: Warner College of Natural Resources MTI
8. Drafted sales recovery manuscript targeted at a high quality marketing journal.

### **Sanjay Ramchander - Finance and Real Estate**

Dr. Ramchander spent his sabbatical as a Fulbright-Nehru Fellow at the Birla Institute of Technology and Science – Pilani (BITS), India. BITS is regarded as one of the premier higher education institutions in India, and offers a wide variety of undergraduate and graduate programs in the fields of engineering, sciences, and business economics.

As a visiting faculty member at BITS, he taught a course on “Business Analysis and Valuation,” and delivered several guest lectures on financial engineering, risk management and entrepreneurial finance. Teaching these courses provided him a first-hand perspective on the promise and challenges of Indian capital markets. He was invited to deliver a keynote address on “Corporate Social Responsibility” – a topic that is still in its infancy in developing markets. He participated in the *Fulbright Conference for American Scholars in India* and listened to several presentations on a wide range of topics that included the environment, energy, climate change, public health, business studies and economics, general and special education, literature, science and technology, music, society, development, and gender studies.

Dr. Ramchander was able to work on five research papers. Three of them have been recently accepted by the *Journal of Futures Markets*, *Journal of Banking & Finance*, and *Applied Financial Economics*. The other two papers are currently under journal review.

### **Leo Vijayasathy – Computer Information Systems**

Dr. Vijayasathy’s sabbatical helped him expand his research portfolio and enhance his teaching skills and strategies. He a) completed revisions on a manuscript and had it accepted and published in a high quality journal, b) prepared and submitted two manuscripts to journals for review, c) built software to conduct experiments and gather citations data, and e) drafted working papers for submissions to academic conferences.

On the teaching side, he a) enhanced a software tool to help students improve their writing, b) developed software to help instructors assess writing assignments, c) conducted an experiment to devise better methods to teach database querying skills, d) attended a Business Intelligence (BI) workshop to learn about the latest technologies in this field and gain insights into developing BI-centered certificates and programs of study, and e) explored theories on learning (e.g., cognitive load theory) and examined empirical results on software development techniques (e.g., Extreme Programming) to improve his teaching skills and methods.

## **College of Engineering**

### **Kenneth Reardon - Chemical and Biological Engineering**

Dr. Reardon's research group has used the tools of proteomics for more than ten years, and they continue to receive research funding for their work. His goal for this part of his sabbatical was to learn about the latest advances in proteomics and to become more familiar with new developments in transcriptomics and metabolomics and to learn about the application of these methods to plant, algal, and microbial systems relevant to bioenergy.

Dr. Reardon spent March and April 2011 at the University of Sheffield with the support of a Distinguished Visiting Professor Fellowship from the Royal Academy of Engineering. He worked with Ph.D. students and faculty members at Sheffield to begin the development of protein phosphorylation in algae. He attended three international proteomics conferences and learned more about the work that others were doing in the field of phosphoproteomics.

For more than 15 years, Dr. Reardon's group has worked on the development of biosensors and other methods for process monitoring in biotechnology. During this sabbatical leave, he had the opportunity to advance this aspect of his research program in two ways. First, he spent five weeks in January and February 2011 at the University of Hannover with support from the Alexander von Humboldt Foundation. During this time, he worked with researchers there to develop ideas on technologies that could be used to monitor algal cultivations. The development of an algal biofuels industry will involve extremely large cultivation systems and will require new technologies for measurement of the cells and their environment. They combined his knowledge of algal biotechnology with their experience with two measurement systems – spectroscopy and in-situ microscopy – and began some experiments in Hannover that are continuing. Second, he used some of his sabbatical leave to work on his newly launched biosensor company, OptiEnz Sensors, LLC. This included attending an SBIR workshop, developing contacts with potential customers and investors, establishing funded projects with companies to create biosensor applications for their needs and directing research projects funded by the Colorado OEDIT.

During his extended visits in Germany and the UK, he visited several other universities to learn about bioenergy policies in those countries and to explore opportunities for collaborations. In Germany, he visited the Technical University of Dresden and the Technical University of Kaiserslautern. In the UK, he visited Cambridge University and the University of York. He organized a bioenergy symposium at the University of Sheffield which featured speakers from several UK universities and a student poster competition. This was the first academic biofuels symposium held in the UK and was very well received. Dr. Reardon attended the 2<sup>nd</sup> Pan American Congress on Plants and Bioenergy in Sao Pedro, Brazil as an invited speaker. This international conference provided another opportunity to learn about international bioenergy policies as well as to promote bioenergy research and education activities at CSU.

Board of Governors of the  
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Meeting Date: February 8, 2011  
Consent Item

### **College of Liberal Arts**

#### **Ellen Brinks - English**

Dr. Brinks' work during her sabbatical leave consisted of writing two chapters for her book manuscript *Between Cultures: Anglophone Indian Women Writers, 1870-1920*; a final fifth chapter on the Indian nationalist poet Sarojini Naidu; and an introductory chapter descriptive of the project as a whole (90 pages). In addition, she worked on transitions between chapters, final editorial revisions to each chapter, and the creation of a bibliography for the book. She successfully found a publisher for the monograph and anticipates a contract in hand shortly.

#### **Michael Carolan - Sociology**

During his sabbatical, Dr. Carolan wrote two books, one peer-reviewed journal article (which was eventually accepted for publication), two peer-reviewed book chapters, and two book proposals (which eventually resulted in signed contracts). The value of these works lies in the tremendous international visibility that they bring to the Sociology Department, the College of Liberal Arts, and Colorado State University. He was recently at the University of Alberta, Canada, as the Keynote Speaker at a conference. This invitation was partially secured as a result of the two forthcoming books that he wrote while on sabbatical. In the last three months he has given five radio interviews for stations in the United States, Canada, and Australia. The main topic of these interviews centered on his forthcoming book, which was written while on sabbatical, *The Real Cost of Cheap Food*.

#### **Pamela Coke - English**

During her sabbatical semester, Dr. Coke completed qualitative research in a rural elementary school setting. She interviewed teachers, students, and administrators about their role in the transition from elementary to secondary school. She is continuing her research study in a middle school in the same rural school district where she has been able to interview teachers and administrators. In addition, she has been able to follow the same fifteen students she interviewed in the spring as they experience the transition from elementary to secondary school in real time. She is in the process of transcribing interviews and analyzing data. She has a course release in Spring 2012, when she will edit, revise, and submit the completed manuscript for publication.

In addition to conducting research in the field, she completed and submitted two manuscripts for publication. Both were accepted. The first article, "Incorporating Fishbowl Discussion: Engaging the Silent and Spirited in Productive Ways", appeared in the Spring/Summer 2011 issue of *Statement*, the Journal of the Colorado Language Arts Society. The editor of *The ALAN Review*, has offered Dr. Coke the option of revising her second manuscript, "Developing Academic Kinship, Meeting Rock Stars: What ALAN and NCTE Offer English Educators," to appear as an invited column in the Fall 2012 issue, the opening issue of the 40<sup>th</sup> anniversary

volume, alongside former editors of *The ALAN Review*, past presidents, and noted scholars. Instead of being a submitted manuscript, this will be an invited column in a significant venue.

### **Jane Kneller - Philosophy**

Dr. Kneller used her sabbatical leave to revise, and in one case translate for publication, two papers which will appear in separate books as chapters in 2011. She wrote two completely new papers, one will appear as one of the lead chapters in another book and the other will appear in a further book. Both of these are scheduled for publication in 2011. Each of these papers will appear in presses that are internationally recognized and will be read by students and scholars not only in the United States and the United Kingdom, but also in Germany, Italy and areas outside of Europe. The papers are part of two larger monograph projects that she hopes to bring to completion within the coming year. The first is a book on the interconnection of Kant's aesthetic theory with his social theory, and the second is to be a collection of essays on the philosophy of the early German Romantics. Cambridge University Press has expressed an interest in both.

### **Janet Landreth - Music, Theatre, and Dance**

Professor Landreth's sabbatical project was the creation of an international competition and festival for keyboard instruments to be hosted by Colorado State University, in partnership with a newly proposed 501c3 non-profit corporation, and then "franchised" to other countries through licensing agreements and exchange programs with other universities and conservatories around the world. She wrote and established an exchange agreement (IMOU) with the Conservatory of Music in Perugia, Italy to host the IKOF in Italy and established a preliminary verbal agreement with Dong Eui University in Busan, Korea to produce the IKOF in Korea in 2013. The first IKOF will be held on the CSU campus in the first week of August 2012, in conjunction with a Summer Keyboard Institute (SKI) that she is developing. The extensive application for 501c3 non-profit status for IKOF has been completed and submitted to the IRS.

### **Marius Lehene – Art**

Professor Lehene produced the work for and organized two personal exhibitions in Romania, conducted a workshop and gave a public lecture at the University of Art and Design, Cluj-Napoca, Romania.

### **James Lindsay – History**

Dr. Lindsay's sabbatical was spent doing preliminary research and writing for a book and revising a previous manuscript. The new book, currently entitled *David and Muhammad: The Militant and the Irenic in Sacred Biography*, specifically targets three broad academic audiences, those studying Ancient Israel, early Islamic history, and comparative religion. He has conducted preliminary research and tentatively organized the book into six substantive chapters built around

major events in the lives of David and Muhammad as depicted in the biblical and Islamic traditions. The transformation of both David and Muhammad into the paradigms of piety within their respective religious traditions is the focus of the final chapters of the book. The revised manuscript is co-authored with Suleiman Mourad and entitled: *The Radicalization of Sunni Jihad Ideology in the Crusader Period*. Dr. Lindsay and Dr. Mourad submitted a proposal for the book to be used as a primary source reader of for college courses from the Crusader Period.

### **Jane Slusarski-Harris – Music, Theatre, and Dance**

During the fall of 2010, Professor Slusarski-Harris was on her first sabbatical in almost 23 years of teaching at CSU. The sabbatical project consisted primarily of Pilates and dance related research. Pilates and Iyengar Yoga benefit the training of dancers for a variety of reasons which impact neuromuscular coordination, stability, and mobility. Both of these practices create an increased awareness of how the body moves. They teach through active participation the principles of movement and the freedom that comes with integrating the body, mind, and spirit. All of this is critical to the achievement of the greatest range of expression in dance. An additional aspect of her dance sabbatical was travel to Spain, where she was able to learn more about the art of Flamenco in Sevilla and Cordoba.

### **John Straayer – Political Science**

The stated objectives of the sabbatical leave were to complete work on an edited book volume entitled *State of Change: Colorado Politics in the Twenty-First Century* and to begin another book project on Colorado government and politics, which would be suitable for both student and general public reading. The first project is complete and the University Press of Colorado has published the book; the second is under way but not yet complete.

The *State of Change* book was done in cooperation with Colorado State University colleagues Professors Courtenay Daum and Robert Duffy. Dr. Straayer wrote two of the chapters, co-authored a third and, with Daum and Duffy, co-wrote the introductory chapter and post-2010 election epilogue.

In addition, time during the sabbatical leave was devoted to responding to voluminous election-season requests for political comment and analysis from the media and requests to speak on political topics and the recruitment and placement of students for our 2011 legislative session internship program.

### **Thaddeus Sunseri - History**

Dr. Sunseri spent one year in Germany and Tanzania conducting archival research on a new project titled “A Transnational Environmental History of Cattle Economies, Cattle Disease, and Veterinary Improvement in Tanzania, ca. 1850-2000”.

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Dr. Sunseri was awarded a German Academic Exchange Research Fellowship which helped fund much of his travel and research as well as time spent in Munich translating sources and writing research results. This part of his work is essential to the later writing stages when he expects to produce a monograph on this topic as well as scholarly articles and conference papers. While he was in Germany, he was invited to do a guest public lecture on his research sponsored by the Seminar for Medieval and Modern History of the Department of History at the University of Gottingen.

The paper he completed about his work in Tanzania has been accepted for presentation in March 2012 at the annual conference of the American Society for Environmental History.

He intends to use the research conducted during his sabbatical to develop capstone seminars at Colorado State University that include themes like “animal diseases in world and African history” and “transnational approaches to the study of cattle economies and pastoralism”. He will also integrate some of his findings into his courses on African and World History.

### **College of Natural Sciences**

#### **Anton Betten – Mathematics**

Dr. Betten spent one semester at the University of Western Australia in Perth collaborating with the research group on work related to symmetry and discrete structures. This work led to a paper which Dr. Betten presented at the “International Conference on Design of Experiments” in Memphis in May 2011. Later, he submitted it for possible publication with the “Journal of Statistical Planning and Inference.”

Following an invitation by Prof. Tatsuya Maruta from Osaka Prefecture University, Dr. Betten took a short term visiting position at Osaka Prefecture University in Osaka, Japan. During this 2-week visit, Dr. Betten gave four talks to graduate and undergraduate students, as well as a colloquium talk. He collaborated with Dr. Maruta on a topic involving the classification of multiple blocking sets in Desarguesian projective planes. Their work was summarized in a paper which Dr. Betten presented at the “Third Finite Geometry Conference in Irsee” in Germany in June 2011. The paper is submitted for possible publication in the Journal “Designs, Codes, Cryptography”.

These new research directions started during the sabbatical will have strong impact on Dr. Betten’s future advising of graduate students as well as on future collaborations with faculty members in the department who have related research interests.

### **Eugene Chen – Chemistry**

Dr. Chen's sabbatical leave consisted of four major components: (a) a research period in the theoretical chemistry of polymerization with Professor Luigi Cavallo's group at Universita di Salerno, Italy; (b) a lecture tour in Europe; (c) a research and education period in organometallic chemistry with Professor Yaofeng Chen's group at Shanghai Institute of Organic Chemistry, Chinese Academy of Sciences; and (d) attendance at an international conference to deliver invited lectures.

Overall, this sabbatical leave has yielded 16 research seminar presentations in Europe, China, and the United States; 6 special topics 2-hr lectures for graduates students in China; 3 submitted or revised research manuscripts; and 1 NSF grant proposal. These activities not only reinforced the existing experimentalist-theoretician US-Europe collaboration and established two new collaborations with top Chinese universities, but also increased the overall level of Dr. Chen's knowledge in the areas of polymerization computation/theory and organolanthanide chemistry. The lecture tour enhanced CSU's reputation in Europe and China and promoted international interaction or exchange, as evidenced by the Guest Professor honor.

### **Jeanne Duflot – Mathematics**

Dr. Duflot's sabbatical took place during the Spring Semester, 2011. She made a brief visit to Kansas to work with her recent Ph.D. student, Rebecca Lynn. During February and March, she visited the University of Rome. Finally, she spent one month in the Department of Mathematics at Northwestern University in Evanston, Illinois.

She was able to re-establish contacts with colleagues and came away with many new ideas as well as a direct exposure to cutting edge research not represented in the Department of Mathematics at CSU. She has been able to assist her former graduate student in starting her research career. Dr. Duflot began at least two research projects which have been essentially completed by now. She was excited to be a representative of Colorado State University in Rome and at Northwestern, and hopes to soon reciprocate the hospitality of the universities she visited by inviting her colleagues to Fort Collins. Our students here will benefit from hearing about their work. Dr. Duflot is confident that she will be able to better direct her future graduate students, as well as to provide more creative research support to graduate students directed by her CSU colleagues because of the ideas she garnered and the contacts she made during her sabbatical visits.

### **Alexander Hulpke – Mathematics**

Dr. Hulpke visited the University of St. Andrews in the United Kingdom, the University of Perth in Australia, and the University of Auckland in New Zealand. He was invited to participate in two workshops at the Mathematics Research Institute in Oberwolfach, Germany. These visits



led to new research projects on matrix groups that already have produced submitted publications, as well as substantial progress on an ongoing project on determining presentations for simple groups.

Extensive travel and discussion with researchers who live geographically far away allowed him to join a new fruitful research area on matrix group algorithms. He revived an ongoing joint research project with Akos Seress that had fallen fallow due to geographic separation. They made substantial progress on this and are optimistic that they can now complete it in the coming years. Both of these areas will yield research topics not only for him, but for future graduate students.

This sabbatical allowed Dr. Hulpke to accept the invitation to participate in a workshop on symmetry in optimization. He is currently investigating whether this is a research area he can actively contribute to.

Travel allowed him to present his work both at the places to which he was invited, as well as at geographically related places. This improved the visibility and reputation of Computational Group Theory Research here at CSU. He was able to learn more about how undergraduate business is conducted at a variety of places. This will be of substantial help in his new administrative duties as Undergraduate Director for the Department of Mathematics.

### **Branka Ladanyi – Chemistry**

The Spring 2011 sabbatical leave gave Dr. Ladanyi the opportunity to broaden her scientific knowledge, initiate new research projects, establish new scientific contacts, expand existing ones, and disseminate the results of her CSU research to an international audience. During her leave she spent three months as Invited Professor in the Department of Chemistry at the Ecole Normale Supérieure (ENS) in Paris. While there, she initiated a collaborative research project with her hosts on molecular modeling of electrochemical interfaces and participated in the activities of the theory group in the ENS Chemistry Department, thus broadening her expertise in several additional areas of theoretical and computational chemistry.

During her stay in Europe, Dr. Ladanyi visited research collaborators at the University of Perugia in Italy. This visit advanced her research project on light scattering from and molecular simulation of aqueous carbohydrate solutions. She gave research seminars at European universities and research laboratories as well as invited presentations at scientific conferences. The scientific knowledge gained and the professional contacts established during the sabbatical will benefit her research program and instructional activities at CSU.

### **Nancy Levinger – Chemistry**

During her sabbatical leave, Dr. Levinger continued collaboration at Stanford University with Professor Michael D. Fayer; began collaborative research at the Max Born Institut fuer Nichtlineare Optik und Kurzzeitspektroskopie and BEWWY, Berlin Germany; and continued collaborative research at Universidad Nacional de Rio Cuarto, Rio Cuarto, Argentina.

Her previous sabbatical leave at Stanford University opened very new avenues for her research ideas. Dr. Levinger's initial connection to the Fayer group has remained active for almost a decade and continues to increase her visibility and notoriety. Since her first sabbatical, she has been invited to speak about the work she has performed collaboratively with Fayer, opportunities that she would not have had from her own research at CSU. Continuing this collaboration will undoubtedly increase her visibility even further. The time spent at Stanford solidified her contact with many world-class scientists and will continue to impact her career for years to come.

During her stay at the MBI, she presented talks at the Czech Academy of Science for the Jungwirth research group in Prague, Czech Republic and for the Bakker and Bonn research groups at AMOLF in Amsterdam, Netherlands. Dr. Levinger had many more invitations to present her work at other institutions across Europe including the Max Planck Institute in Gottingen and in Stuttgart, Ecole Normale Superior in Paris, Vilnius University in Vilnius, Lithuania, to name a few.

While at UNRC, Dr. Levinger had the opportunity to present results from her own research in two colloquia, one at UNRC and one at the Universidad Nacional de Cordoba. She participated in a workshop at the IAPS 2011 meeting in Mendoza, Argentina.

### **Ross McConnell – Computer Science**

Dr. McConnell was a visiting faculty member at Vanderbilt University where he collaborated with a well-known researcher in his field, Jeremy Spinrad. New results have come from the collaboration and it is expected that they will be accepted at conferences and journals and will generate a grant proposal. This sabbatical provided an opportunity to further an effort Dr. McConnell has made to extend his research activities into the area of pattern matching algorithms on texts which has many practical applications and greater opportunities for funding.

Dr. Spinrad is a gifted teacher, and Dr. McConnell observed his teaching practices in courses in their specialty in order to improve his own teaching methods. Dr. McConnell took advantage of a block of uninterrupted time to co-organize and attend two conferences. One of these conferences was international and the other was a joint effort by computer sciences departments at CSU, CU, and the School of Mines.

Dr. McConnell made new professional contacts locally and internationally. During visits home, he put in the final efforts needed to graduate a CSU Ph.D. student.

### **Tomislav Rovic – Chemistry**

Dr. Rovic spent his sabbatical at the Universite Pierre et Marie Curie (UPMC) in Paris, France. During this leave, he presented two graduate courses, initiated two new collaborations, and gave twelve lectures on science. These activities were done in addition to regular scholarly activities such as publication submissions and grant writing (3 manuscripts and 1 grant submittal).

Extensive efforts were made to communicate with as many scientists as possible during his stay in Paris. This free exchange of ideas has led to two distinct collaborations, currently in their infancy. With a base in Paris, Dr. Rovic undertook several trips to universities and institutes in the area where he presented lectures.

### **Haonan Wang – Statistics**

Dr. Wang visited the Statistical and Applied Mathematical Sciences Institute (SAMSI), located inside the Research Triangle Park in North Carolina. He has been actively involved with an annual program in SAMSI. He was appointed as a Research Fellow in this program for fall, 2010. He participated in two workshops of this program and was invited to present his work on tree-structured data analysis at the first of these. During this program, he joined several small focused research groups. Thanks to those small group discussions, he was able to interact with several leading scholars on some important open questions. He has benefited from these discussions which motivated several new research topics.

Dr. Wang visited Professor Berger and Dr. Song, Department of Biomedical Engineering at University of Southern California. During his visit, they had discussions on functional dynamic models on neuron spike transformations and associated model selection problems. These discussions enhanced his understanding regarding the underlying biological background of neuron activities. They further discussed several research topics for potential collaboration and grant application.

Dr. Wang spent a large portion of his time preparing and submitting two grant proposals. In addition, he had the opportunity to develop new course materials on functional data and object oriented data, which will be incorporated into graduate level courses on machine learning and data mining. He completed work with various collaborators and his graduate advisees on five papers. Dr. Wang started a collaboration with Dr. Juhyun Park from Lancaster University, UK on the dynamic multiple-input-multiple-output model via functional canonical correlation analysis. He worked with Dr. Bo Kai from College of Charleston on a research project on functional model selection. He gave five invited talks in Ohio, Florida and China.

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

#### **Tony Cheng – Forest, Rangeland, and Watershed Stewardship**

A primary goal of Dr. Cheng's sabbatical was to prepare, complete, and submit up to six manuscripts of recently completed research to refereed journals. He was able to submit five manuscripts, four of which were accepted and are either published or are in press.

Dr. Cheng planned to collaborate with colleagues outside of his normal circle of peers on preparing and submitting research manuscripts and developing new theoretical and empirical approaches to examining forest governance, policy and administration. He desired to cultivate deeper expertise in public administration and institutional analysis. Dr. Cheng was able to collaborate with Andrea Gerlak at the University of Arizona on a case study on collaborative approaches to forest landscape restoration. They continue to develop a manuscript for submittal that applies an interpretive framework drawing from public administration and institutional analysis to the Front Range Roundtable, a collaborative organization aimed at restoring forest health and reducing wildfire hazards in Colorado's Front Range forests. Second, he collaborated with Erik Nielsen at Northern Arizona to conduct a case analysis of the Four Forest Restoration Initiatives in northern Arizona applying an institutional analysis framework. This is ongoing.

Another goal of Dr. Cheng's sabbatical was to deepen his knowledge of theories and analytical frameworks on adaptive governance and resilience. He used his sabbatical to conduct literature reviews on these topics and he used his Center for Collaborative Conservation Faculty Fellowship to apply this knowledge to a case analysis of watershed restoration and sustainable resource-based economic development in Northeastern Oregon, in collaboration with the Stockholm Resilience Centre and Wallowa Resources, a local community based non-profit organization in NE Oregon. A white paper was developed on the case analysis and a manuscript is being developed to submit to a refereed journal.

The Colorado Forest Restoration Institute (CFRI), which Dr. Cheng directs, focuses on the restoration of dry frequent-fire forests in Colorado, the Southwest, and the broader Interior Western U.S. Since assuming the directorship in 2008, Dr. Cheng has had limited time to update his knowledge of the research literature on the ecology, management, and restoration of dry frequent-fire forest ecosystems. He used the sabbatical to update his knowledge of this literature in order to better position CFRI to contribute to the science and application of forest restoration.

#### **Maria Fernandez-Gimenez – Forest, Rangeland, and Watershed Stewardship**

Dr. Fernandez-Gimenez spent the academic year as a visiting scholar at the Pyrenean Institute of Ecology in Jaca, Spain. This is a research center within the Spanish national science agency, the Consejo Superior de Investigacion Cientifica (CSIC). In addition to her stay in Spain, she

conducted training and fieldwork in Mongolia as part of several funded research and outreach efforts she leads in that region.

Her residency at IPE enabled her to expand the geographic scope of her research program which focuses on the dynamics of coupled social-ecological systems in rangeland landscapes where livestock husbandry or pastoralism has been an historically important land use and livelihood. In Jaca, she initiated a new research project, supported by a Fulbright Senior Researcher Fellowship and a CSU Center for Collaborative Conservation Faculty Fellowship, to investigate resilience and change in Pyrenean pastoral social-ecological systems. This work resulted in one manuscript currently in review and several others in progress, as well as community workshops in the villages where research was conducted, a local radio interview, several research seminars and a blog read by a global audience. In addition to these tangible outcomes, her research resulted in an expanded scholarly network including both Spanish scientists affiliated with IPE, and a wider network of European scholars who collaborate with her IPE colleagues. She was able to experiment with new data collection and analysis methods which she has subsequently incorporated into her research projects in Colorado. In the longer term, Dr. Fernandez-Gimenez expects that the work she undertook in Spain will form one case in a comparative book on resilience and change in pastoral systems in Colorado, Spain, and Mongolia. It will also be incorporated into her teaching, especially the capstone course she teaches and her graduate class.

Dr. Fernandez-Gimenez continued to advance her research programs in Mongolia and China. A significant portion of time during her sabbatical was dedicated to editing a multi-authored volume based on her team's work in North Asia. She was successful in finding a publisher for the book, and was able to deliver a well-prepared and edited manuscript to the publisher. The book will be published by CABI and contains 12 chapters authored by a total of 37 contributors from CSU, China, and Mongolia.

Shortly before departing for sabbatical, Dr. Fernandez-Gimenez learned that a proposal to the National Science Foundation's prestigious Coupled Human-Natural Systems Program that she led was selected for funding. Therefore, a significant amount of time during her sabbatical was spent managing this project from afar, including monthly virtual team meetings, managing subcontracts with her Mongolian partner institutions, designing the social and ecological research protocols and instruments, training the field research teams, and carrying out fieldwork. In the summer of 2011, she spent 7 weeks in Mongolia launching the project, training and leading a field team, and working with six partner institutions in Mongolia.

### **Dennis Harry – Geosciences**

Primary sabbatical activities for Dr. Harry focused on growing his research activities in geodynamic modeling of rifts and rift basins and on applying such modeling studies to understanding the opening and evolution of the Gulf of Mexico. Highlights of sabbatical activities related to these themes include:

- Dr. Harry co-convened a symposium “Novel Numerical Modeling Methods and Algorithms” at the 2011 Society of Industrial and Applied Mathematics Conference on Mathematical and Computational Issues in the Geosciences (Long Beach, CA, March 21-24, 2011).
- He traveled to Auburn, AL to meet with Collaborators from Auburn University and the University of Alabama to draft proposals for the National Science Foundation and for industry partners to conduct an integrated geological and geophysical study of the eastern Gulf of Mexico. These proposals were to be submitted in spring of 2011.
- He co-authored two manuscripts related to the above stated research themes.
- He co-authored two abstracts presented at professional meetings.
- He submitted, as PI, a proposal to the National Science Foundation.
- In collaboration with three individuals and graduate students from CSU, he conducted field work at Yuma Proving Grounds, AZ as part of a Department of Defense funded project to investigate hydrogeologic and ecological systems in arid fluvial environments.
- In collaboration with J. Stednick and graduate students from CSU, he conducted field work at Tamarack Ranch State Wildlife Area as part of a Department of Wildlife funded project to investigate hydrogeological feedbacks between groundwater and surface water in the South Platte River.
- He co-authored two manuscripts related to near surface geophysics research.
- He undertook major renovations to two undergraduate classes he teaches.
- He participated as a Guest Instructor at the University of Wyoming Geology Field Camp.

### **Melinda Laituri – Forest, Rangeland, and Watershed Stewardship**

Dr. Laituri received two awards for her sabbatical leave time: 1) Fulbright Scholar at the University of Botswana, and 2) Rachel Carson Fellow at the Rachel Carson Center and a visiting professor at the Ludwig Maximilian University, Munich, Germany. The aim of her sabbatical was to publish articles, develop a new research trajectory (water’s hydrosocial cycle), and collect new material for her classes.

As a Fulbright Scholar, she spent six months at the University of Botswana where she was a research scientist at the Center for Scientific Innovation and Indigenous Knowledge and an Instructor in the Department of Environmental Sciences. She worked closely with researchers on the development of a conservation plan for a village located approximately 45 kilometers from the capital city of Gaborone. They conducted participatory geographic information system activity to develop community-based maps of local resources of medicinal and traditional plants. Workshops were held with local community leaders, traditional healers, women’s groups, and youth to develop and refine the maps and attribute information. They are currently in the process of developing final maps to be submitted to the Conservation Committee of the village for evaluation and feedback. Once the materials are validated, they will finalize the maps and prepare a report for community conservation and harvesting of these important plants. Included

in this assessment were data on water resources, domestic animals, and local priorities for protection of vegetative resources. The results of this research are currently being developed in concert with the UB researchers for publication.

Dr. Laituri gave a research seminar at UB sponsored by the US Embassy and CESRIKI which was attended by over 30 people – one of their most successful seminars. As an instructor in the Department of Environmental Sciences, she gave several lectures on geographic information systems (GIS), attended field trips, and developed laboratory materials. She gathered geospatial and remotely sensed data for analysis in the laboratory. She developed a series of labs for the current GIS instructor to use and updated GIS materials using the latest version of GIS software. She participated in a research project with another Fulbright at UB. They did extensive field work on the giant aloes of Molepolole. Very little research has been conducted on these plants and they attempted to collect baseline data. They have drafted a research paper for publication.

Dr. Laituri participated in the Trade, Economic, Commerce and Technology research panel for the European Science Foundation in Brussels, Belgium. During this period, she finished several articles with graduate students from CSU that have been submitted for publication (two have been published, two are in press, and another has been revised and resubmitted). She submitted a paper to NSF that addresses Grand Challenges and it is published on their website. She began a research partnership with a Ph.D. student in Uganda where they submitted an unsuccessful proposal to the Gates Foundation on Access to Water at Institutions of Higher Education in East Africa. They are preparing to submit this proposal to other funders. While in Africa, she was able to visit a CSU colleague (Brett Bruyere) in Kenya and participate on an undergraduate field experience.

As a Rachel Carson Fellow, she was in Residence at the Rachel Carson Center (RCC) for three months. The aim of her fellowship at RCC was to conduct a comparative research project on the Danube and Colorado River Basins. She gave an invited presentation at the World's Large Rivers Conference in Vienna, Austria and this has been accepted as a paper for publication in a special issue of the International Journal of Hydrologic Sciences. A more developed version of this paper was presented at a University-wide conference in Munich. As a Fellow, she was required to present to the Fellow working group a work in progress. She presented a draft of a paper that was subsequently presented at the Colorado Conference on Environmental Governance. This paper addresses water as a human right, an area that she has been developing as a research stream this past year. This is a follow-up paper on two previous papers written with one of her Ph.D. students. She has been invited back to the Center to develop workshops on how GIS can be integrated into the Humanities and for Environmental History applications.

During the summer of 2011, Dr. Laituri spent two weeks at the Hanoi Agricultural University in Vietnam. She conducted a training and education course in geographic information systems and global positioning systems. Twenty students participated in the activity.

### **Barry Noon – Fish, Wildlife, and Conservation Biology**

Dr. Noon's sabbatical was supported by a Fulbright-Nehru Fellowship to India. His major appointment in India was to the Wildlife Institute of India located in Dehra Dun. He also spent time teaching at National Center for Biological Sciences in Bangalore. In addition to his teaching responsibilities as a Fulbright-Nehru Fellow, he was involved in research with several faculty members at WII.

Major activities while in India included:

- Participation as a reviewer of 3 days of research presentations for the WII's annual research symposium.
- Presenting a series of ten 90 minute lectures on quantitative methods in wildlife ecology to 25 MSc students from WII.
- Keynote speaker at the Young Ecologist Conference in Bangalore (~ 400 attendees).
- 10 day visit to field sites in south India where he accompanied his WII host and his graduate students. The focus of the field visits was forest floor herpetofauna of tropical forests.
- Presenting a series of ten 90 minute lectures on principles of wildlife management to 30 Forest Officers (India Forest Department) at WII.
- 14 day visit to tiger field research sites within the Philibit Forest Division. Along with his graduate student and field staff, established several tiger camera trap grids and conducted variable distance transect sampling for tiger prey.
- 5 day meeting with World Wildlife Foundation tiger researchers from South and Central Asia in Rajaji National Park. Conducted a half day workshop on distance sampling for tiger prey.
- Presenting a series of ten 90 minute lectures on the application of landscape ecology principles in wildlife management to 30 Forest Officers (India Forest Department).
- Presenting a series of ten 90 minute lectures and five 3-hour labs on advanced statistical methods in wildlife ecology to 22 MSc students at the National Center for Biological Sciences.

Dr. Noon also travelled to Vancouver, BC to participate in a five day workshop on occupancy modeling methods in wildlife research. He spent a month in Arcata, CA working with scientists at Redwood Sciences Laboratory and Humboldt State University. The focus of his work was reserve design modeling to support the Recovery Plan for the Northern Spotted Owl. Dr. Noon also traveled to potential sage grouse field sites in Western Colorado.

### **Bill Sanford - Geosciences**

Dr. Sanford spent his sabbatical on work relating to isotope and groundwater geochemistry for three aquifers in Libya. While in Libya, he was hosted by the Great Man-Made River Authority



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(GMRA) and Garyounis University (now called Benghazi University). The main focus of the research is to estimate the residence time of groundwater in the aquifers and to establish a baseline for future studies that will involve the impacts of large-scale water extraction from aquifers beneath the Sahara Desert.

In Libya, Dr. Sanford was accompanied by his Libyan Ph.D. student. While there, they collected over 100 groundwater and rock samples to bring back to the U.S. for isotopic and chemical analyses. In addition, they travelled to the University of Utah Noble Gas Analysis Lab so the student could work in the lab to help with the analyses of noble gas isotopes and tritium in the groundwater samples. Dr. Sanford and the student are currently working on manuscripts related to this research.

While in Libya, Dr. Sanford was able to establish contacts with a number of people who will be able to make future work in the country possible. He wrote a book review for the *Badose Zone Journal*; co-authored abstracts for Hydrology Days, the Geological Society of America Annual Meeting, the Society of Exploration Geophysicists and American Geophysical Union; submitted a proposal for funding from the Regenes Management Group; teamed as a member on a technical proposal submitted by a consortium of institutions affiliated with the International Center for Integrated Water Resources Management, a UNESCO Category 2 water center (CSU is a partner) that has been funded; and worked with co-authors on preparing a manuscript for publication based on the work of a former M.S. student.

### **University Libraries**

#### **Michelle Wilde**

During her sabbatical, Professor Wilde conducted research on the state of the electronic book market for academic libraries. Her research included evaluating how e-book content is being delivered to library users and how the library community is integrating electronic book content into collections that were formerly comprised of predominantly print materials. Research was conducted regarding the adoption and use of e-book technologies within the CSU community, with an emphasis on how reading devices can impact e-book use. Information about the burgeoning market for e-readers and tablet computers was also gathered, and the complexities of loading library content onto new electronic reading devices was explored.

Professor Wilde had one article accepted in a refereed journal during her sabbatical, and two articles on this sabbatical research are being drafted. Results of this research will be shared within the Libraries to enhance current collection practices for electronic books.

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

MATTERS FOR ACTION:

CSU: Emeritus Rank Designations

RECOMMENDED ACTION

MOVED, that the Board of Governors approve the conferral of the rank of Emeritus upon those faculty members listed below effective February 8, 2012:

College of Applied Human Sciences

Jennifer Anderson, Professor – Food Science and Human Nutrition

College of Engineering

Jose Salas, Professor – Civil and Environmental Engineering

College of Natural Sciences

Jerry Deffenbacher, Professor – Psychology

EXPLANATION:

Presented by Tony Frank, President

The faculty members listed above have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

## **Emeritus Rank Justifications**

**February 2012**

### **College of Applied Human Sciences**

#### **Jennifer Anderson, Food Science and Human Nutrition**

Professor Anderson has had an illustrious 34-year career as a well-funded scientist, an excellent teacher and mentor of graduate students, and an outstanding Extension Specialist at CSU. She has obtained millions of dollars in external grants, has mentored 16 Ph.D. students and more than 75 M.S. students. She has published more than 100 peer-reviewed manuscripts and proceedings, and has contributed substantially to the generation of new knowledge in nutrition education.

### **College of Engineering**

#### **Jose Salas, Civil and Environmental Engineering**

Dr. Salas joined the Department of Civil Engineering in October, 1976 and has worked at CSU since then. Over the past 35 years, he has successfully guided 42 M.S. and 37 Ph.D. students. He has carried out a substantial research program with contracts and grants obtained from a variety of funding agencies including NSF. Dr. Salas has published extensively in refereed journals, conferences, and symposia; and has written two books and 9 chapters of books and handbooks in the field of water resources. The CSU College of Engineering awarded him the 1998 Abell Engineering Faculty Research Award and the Civil and Environmental Engineering Department did the same in 2004. At the national level, the American Society of Civil Engineers (ASCE) awarded him the 1996 Arid Lands Hydraulic Engineering Award and the 2010 Ven Te Chow Award, the highest distinction that ASCE gives in the specialty of Hydrology.

### **College of Natural Sciences**

#### **Jerry Deffenbacher, Psychology**

Dr. Deffenbacher was hired into the department of Psychology in 1976, and has spent his entire career there including a six-year stint as the Director of Training in the counseling psychology program. Dr. Deffenbacher is a noted scholar with a strong reputation in multiple areas of research including anger and aggression, and anxiety, stress, health, and depression. He is a fellow of both the American Psychological Association, and the American Association for Applied and Preventive Psychology. Dr. Deffenbacher is Professor Laureate in the College of Natural Sciences, as well as a winner of the university's Cermak Award for Advising. He continues to be extremely active in the department, conducting research, working with students and junior faculty, and attending meetings.

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Approved

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees at the end of the Spring 2012 A Term (effective 3/4/2012).

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 Spring 2012 A Term as part of the term-based degree conferral. The Office of the Registrar has processed the applications for graduation; only those individuals who have completed all requirements will receive their degree.

Approved \_\_\_\_\_ Denied \_\_\_\_\_

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

CSU-Global Campus Approval for Degree Candidates – Spring 2012 A Term

## CSU-FC FACULTY WORKLOAD

Values	2006		2007		2008		2009		2010	
	CSU	Peer	CSU	Peer	CSU	Peer	CSU	Peer	CSU	Peer
IPEDS UG Student Faculty Ratio	18	18	18	18	18	18	18	17	18	18
UG FTE/AAUP Instructional Faculty	22.55	15.52	22.57	16.23	22.05	16.45	21.38	16.86	20.98	16.65
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
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
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
NSF Federal Research Exp/AAUP Instructional Faculty (in thousands)	207.55	110.31	236.26	111.48	226.35	93.55	218.89	115.87		

Note: Includes ALL instructional faculty reported to AAUP.

### Operational Definitions:

**IPEDS UG Student Faculty Ratio:** (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (Full-time Undergraduate Faculty + 1/3rd Part-time Undergraduate Faculty)

**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)

## **A Summary of CSU PRISM: The Learning Outcomes Feature**

### **Prepared January 4, 2012**

#### Summary of the University Continuous Improvement Process

The CSU Plan for Researching Improvement and Supporting Mission (PRISM) became operational in early 2003 and earned a positive review from the Higher Learning Commission regional accrediting site team in spring 2004. Currently, 170 academic programs and 36 student affairs units maintain on-line assessment plans in the PRISM database, which defines action planning for student learning, faculty research, faculty engagement/service activity and student support services. Plans contain about 500 learning outcomes and about 1,000 total outcomes, including Student Affairs. These are annually peer-reviewed by standing committees representing each academic college and student affairs cluster. The PRISM annual time line has departments/units regularly collecting data, presenting and analyzing findings, and identifying improvements based on their findings.

PRISM reports on learning outcomes activity show that learning research is primarily accomplished in the areas of critical thinking, written/oral communication, content knowledge and research skills. The leading learning performance platform for assessing learning is the capstone course experience. Assessment methods primarily include course projects, exams, juried exhibitions, including defenses of theses and dissertations, and internships. Unusual for a research university, most assessment of learning is direct and involves the use of learning rubrics. Some departments are even using rubrics to evaluate faculty research and service production.

During the last comprehensive classification project for assessment planning in 2004-05, departments implemented 87 program improvements based on assessment findings, mostly in the areas of assessment activity and curriculum design. Another classification project is underway in 2012 to develop activity reports that support the University's accreditation self-study documentation of learning assessment.

Recent surveys of PRISM users and interviews with department heads undergoing program review resulted in significant changes to the change management system over the last year. In addition, ACNS required the database code to be rewritten from ColdFusion to .Net. Because of these changes, there was a small window for departments to report assessment information during academic year 2010-2011 and therefore, little activity is documented in PRISM for that year. For the preceding year, a PRISM report for late spring 2010 shows most colleges participating at between 60 to 70 percent with three colleges not significantly participating. In fall 2011, all departments are expected to report assessment findings and improvements for 2010-2011 and to update their planning for 2011-2012. The reporting deadline is January 31, 2012.

#### Philosophy Supporting PRISM

PRISM is informed by recent literature from social-ecological systems, which advocates institutional sustainability through strengthening department and unit resiliency. PRISM supports the following characteristics of resiliency: 1. reinforces decentralization of planning and self-evaluation to enhance diversity and innovation, 2. develops resources that strengthen self-organizing activity, such as on-line, interactive planning and evaluation databases, 3. strengthens departments' adaptive capacity or ability to create informative

feedback systems that strengthen decision-making, and 4. organizational learning that helps the institution learn about itself and move toward institutional priorities. This approach to managing change emphasizes the attainment of each department's values, which helps define quality at the local level. It encourages departments to develop quality characteristics that strengthen their impact and visibility in their disciplines. PRISM is a resource that the University provides to departments, so they can practice more effective adaptive management.

### Systems Thinking

Two decades ago Peter Senge wrote about the value of systems thinking in a global environment of expanding complexity. PRISM supports the integration of planning, self-evaluation, and improvement on three levels. The annual operational planning that contains student learning assessment outcomes links to program review self-studies, which generate six year action plan goals. The database requires departments to link their action plan goals to relevant University strategic plan areas. PRISM reports of his activity can inform SPARCS metrics and show the effectiveness of the strategic plan in guiding human effort. Smart departments use their annual assessment planning to incrementally support their six-year action goals, which reinforce the strategic plan.

### Organizational Learning

Nearly all of the 500 learning outcomes include uploaded evaluation instruments, such as learning rubrics, graduating student exit surveys, alumni surveys, internship forms and many others. Hundreds of these forms are shared across campus using PRISM database tools. Additionally, all plans are peer-reviewed annually by the Academic Planning and Evaluation Committee (APEC), which has representatives from all colleges. This is also done for the Student Affairs Division. Best practices identified during the annual reviews can be viewed by faculty and staff using the PRISM search function for these practices. The faculty of a college can view all of that college's assessment plans and program review self-studies in real time as they develop.

The campus sharing of learning research activity also includes the dialogues among faculty about improving the quality of learning outcomes research. Departments and peer-reviewers talk back and forth on-line during times when planning and evaluation needs to be strengthened as determined by University standards for effective planning and evaluation. These evaluative dialogues can be viewed by the faculty of a college.

In addition, PRISM includes a Public Site where stakeholders and the public can view features of the University's improvement and change activity. For example, students, parents, and employers can view all academic assessment plans to learn what outcomes are being researched. Learning rubrics can be viewed for insight into what students learn at CSU. Assessment information is presented in specific pathways for groups like parents who can learn how the University ranks among its peers for residence hall safety.

The database enables users to generate system reports that show assessment profiles for individual departments, colleges, and the University. User-generated reports include the number of annual program/department improvements and their type. This feature is valuable for complying with Higher Learning Commission accreditation criteria that require institutions to show that assessment information is being used to manage change and aid institutional sustainability.

Finally, CSU collaborates with other research universities that use PRISM, such as the University of California, Irvine and Kansas State University, to expand its organizational learning resources. Learning has already resulted in database improvements to PRISM and should eventually result in synergies for student learning research.

### The Learning Outcomes Feature of PRISM

Overall, PRISM includes ten system components. Academic programs perform their learning outcomes research in the annual operational planning area of the PRISM change management database. Examples of this research action planning appear below. The plans are linked to the University's program review process and appear in all department self-studies, giving a six-year look at a unit's planning and self-evaluation for student learning, faculty research and outreach/service. Most plans like those below contain uploaded evaluation instruments, such as learning rubrics and student surveys.

### Examples of PRISM Assessment Plans

The two examples of model assessment plans that appear below are selected because they have diagnostic power. The main purpose of the PRISM assessment planning is to identify strengths and weaknesses of student learning performance that faculty can use to improve their curriculum and instructional design. The sections for program improvements describe the changes being implemented based on unit assessment findings.

## BS Human Dimensions

AY 2009 - 2010
Description & Methodology
<p><b>Outcome</b> Students will demonstrate written and oral communication skills, with a focus on writing skills. Students writing and speaking will embody characteristics that represent attention to high quality communication skills, including substance of the issue addressed, organization of the paper or presentation, mechanics, and evidence.</p>
<p><b>Strategy for Students to Learn the Outcome</b> The courses and internships of the core curriculum of the Natural Resource Recreation and Tourism (NRRT) undergraduate program are interdependent and build upon each other. Our senior capstone courses for each of the three concentrations (RR 442, RR 431, RR 462) provide skills related specifically to Outcome One. These capstone courses build upon the core competencies of writing and oral communication skills in an integrative way. The courses use assignments (e.g. public meeting reviews, journal article critiques) to improve students' writing and speaking skills. Students are also required to undertake a major planning effort. Written plans are prepared by students and presented in class. All of these exercises give students practical experience in technical writing and speech delivery.</p>
<p><b>Assessment Method(s)</b> Assessment of NRRT students on Outcome one will occur using two primary evaluative methods: 1) Students are required to participate in an internship with a professional organization / business related to natural resource recreation or tourism. Each student is required to undergo an evaluation by his/her supervisor regarding his/her ability to apply these learning outcomes. The student evaluation sheet used by supervisors will contain evaluative criteria related to Outcome One above. 2) Students in RR 442, RR 431 and RR 462 will be required to produce a final development / management / communications plan as a part of a team, which will reflect the students understanding of the planning process. These plans will be presented at the Natural Resource Recreation and Tourism Symposium. Fifty percent of the students (N " approximately 40) will present their final plans. The presentations will be evaluated by teams of a minimum of three faculty members from the</p>



NRRT program. The written versions of the plans will be evaluated by the same team of faculty members. An evaluation rubric will be used during the symposium containing evaluative criteria related to Outcome One.

### **Expected Performance Level**

1. Internship Evaluation – 85% of the students will score a 4 or better on the 5-point scale (1 being lowest, 5 being highest) for each evaluative item assessing Outcome One.

2. Planning Project Analyses – 75% of the students will score a 7 or better on the 10-point scale (1 being poor, 10 being excellent) for each evaluative item assessing Outcome One, for both the oral presentations and the written versions of the plan.

### **Supplemental Materials**

[BS Learning Rubric](#) *Learning Rubric*

[Intern Rating by Supervisor](#) *Internship Evaluation Form*

[Oral Assessment Rubric](#) *Learning Rubric*

### **Results & Evaluation**

#### **Data Summary & Evaluation**

1. For Spring and Summer 2009, results from the items on the Internship Evaluation assessing Outcome One were as follows for percent of students scoring a 4 or better on a 5-point scale:

- Public Speaking Skills -- 79% of students scored a 4 or better on the 5-point scale
- Writing Skills -- 81% of students scored a 4 or better on the 5-point scale

This represents 78 students that completed their internships during the data collection period.

2. For Spring 2009, results from the items on the Scoring Rubric for items assessing Outcome One were as follows for percent of students scoring a 7 or better on a 10-point scale:

- Substance – Oral 82%, Written 100%
- Organization – Oral 72%, Written 100%
- Mechanics – Oral 91%, Written 80%
- Evidence – Oral 82%, Written 82%
- Professionalism – Oral 54%, Written 82%
- Ability to answer questions – Oral 75%, Written N/A
- Speaking Ability – Oral 64%, Written N/A

This represents 69 students in 2 courses.

#### **Program Improvements & Changes**

The data from the Internship Evaluation by employers (Criterion 1) shows that for Spring and Summer 2009 our students did not do as well on their public speaking and writing skills in the work place as we wanted. Only 79% of students scored a 4 or better on public speaking skills and 81% of students scored a 4 or better on writing skills. While still fairly high, these scores are both below the 86% target we set. As such the internship coordinator will work on stressing the importance of high quality speaking and writing skills to students in the Internship Preparation course (NR 387) and will emphasize to students during the pre-internship orientation session to put more effort into their speaking and writing assignment during the internship.

During the last reporting cycle for Criterion 2 we saw an increase in the "Professionalism" score for our students during their presentation after faculty agreed it had become a problem and we worked with students to emphasize its' importance. However, it is clear this has become problematic again with only 54% of students scoring a 7 or better on a 10-point scale for this item which is below our intended threshold of 75%.

Additionally, "Speaking Ability" was below the 75% mark. Accordingly, we will need to once again specifically emphasize the importance of presenting a professional image during formal class presentations and this topic will be brought up at the next faculty meeting.

**Description & Methodology**

**Outcome**

To provide graduates with a thorough grounding in the key principles and practices of computing, and in the mathematical and scientific principles that underpin them. Students will demonstrate proficiency in the areas of software design and development, computing systems, and theory and mathematics of computer science.

**Strategy for Students to Learn the Outcome**

Students are instructed in the fundamentals of computing subjects using lecture, reading, written exercises, small group interaction, programming projects and related laboratories. Material is presented in a systematic order moving from simpler to more complex concepts. By the time students have completed the initial four course programming and theory sequence, along with a computer organization/architecture course, we expect that they should have a good grasp of the basic concepts of computing. The assessment examinations discussed here are given in courses beyond this level and are intended to measure the success of the department in imparting this knowledge at the more basic level allowing us to make adjustments to the lower level curriculum to the extent that we do not.

**Assessment Method(s)**

To devise a practical evaluation procedure to measure and compare the skills of students at a critical juncture in the program and to determine common weaknesses in understanding key concepts to be addressed with curricular and instructional adjustments.

In preparing for this assessment, the Department interviewed faculty involved in teaching undergraduate core courses at the 100 and 200-level to identify student strengths and weaknesses as they move through the required CS courses. The results of this process pointed out key specific areas considered indispensable for student success in our program. In general, these areas break down to: mathematical problem solving and abstraction, algorithm development and programming skills, and understanding how coded instructions interact with computing machinery.

After analyzing which essential concepts students have the most trouble grasping, as well as the goals of the curriculum, the CS Faculty have decided that the best way to assess student achievement is by identifying three important problem areas in each of the three threads in the CS curriculum: math/theory, programming, and computing systems. Since these threads correspond to the three required junior-level courses (CS320, Algorithms: Theory and Practice, CS314, Software Development Methods, and CS370, Systems Architecture and Software), the department intends to examine students in each of the three courses identified corresponding to the skills learned in the 100 and 200-level courses deemed most important for success in computer science. In this way, all students in the major will be measured, since all must pass through each of these courses.

To create uniformity in the quality of the questions on the exams over time, the department solicited exam questions in all the problem areas from a broad cross-section of department faculty. The questions were compiled and edited into a database of exam questions to be provided to the 300-level instructors each semester to use for outcomes assessment.

**Expected Performance Level**

We expect that at least 60% of students will achieve a score of 4 or 5 on the 5 pt. scale in each of component of the assessment.

**Results & Evaluation**

**Data Summary & Evaluation**

Math/Theory:

45 students in CS320 (Algorithms: Theory and Practice) in F10 and S11 were asked questions related to each of the three components of the mathematics/theory outcome.

Students were asked

- 1) questions concerning proof by mathematical induction
- 2) questions concerning counting techniques and combinatorics.
- 3) questions concerning propositional logic.

Results:

Mathematical Induction:

Average: 4.08

% achieving greater than a 3 on a 5 point scale (where 5 is completely correct): 75%

(09-10 results:

Average: 4.2

% achieving greater than a 3 on a 5 point scale (where 5 is completely correct): 83.8%)

Combinatorics/Counting:

Average: 3.47

% achieving greater than a 3 on a 5 point scale (where 5 is completely correct): 57%

(09-10 results:

Average: 3.1

% achieving greater than a 3 on a 5 point scale (where 5 is completely correct): 43%)

Propositional Logic:

Average: 2.73

% achieving greater than a 3 on a 5 point scale (where 5 is completely correct): 23%

(09-10 results:

Average: 3.08

% achieving greater than a 3 on a 5 point scale (where 5 is a completely correct): 37.8%

Analysis of Results:

Computer science majors assessed here met or exceeded the 60% goal in 5 of the 9 testing areas (compared to 7 of 9 in last year's assessment). Significant weaknesses continues in two of the three theory areas (combinatorics and propositional logic). The precipitous drop in the computer organization portion of the system assessment is concerning, however, the majority of this drop in scores resulted from the assessment done in S11 (where only 13% of the students obtained scores better than 3 on the 5 point scale). This anomaly may be attributable to the manner in which this particular assessment was conducted. The score for this area in F11 was 78%.

**Program Improvements & Changes**

Slight improvements in student performance are being realized in programming and data structures, which shows that efforts to improve this area are succeeding. It is, however, clear that the weaknesses measured in the last assessment in combinatorics/counting and propositional logic section of the theory exam were not anomalies and need attention.

The areas of weakness indicated by this year's assessment (and last year's) have been targeted by faculty teaching lower division required courses, and meetings with the Undergraduate Committee and faculty teaching these courses continue to reassess the manner in which particular topics are presented. Efforts in the courses covering the areas of weakness are being targeted for imposing uniformity of content from semester to semester and year to year, and better communication between courses in a sequence has continues to be a priority. It is also being questioned whether too much theory is being introduced into the first and second courses of the required course sequences. We are working on a standard core content for all the 100 and 200-level courses to be followed by all faculty teaching those courses.

There is some faculty resistance making this attempt a slow and on-going process.

### Department Participation in PRISM

Slowly, faculty participation in the PRISM process has grown since 2004. In the beginning, not all colleges participated. Intentionally, student learning outcomes research was linked to other activities to elevate its utility and develop a culture of valuing continuous improvement processes. The learning assessment activity has expanded to the new program proposal process, to the program review process, to include all of student affairs programs, and is included in the University's strategic planning metrics. While 2010-2011 was an off year for participation because of PRISM reconstruction and 2009-10 experienced low participation, it is essential that departments participate during the 2011-2012 academic year. The self-study that is currently being written for the University's reaccreditation effort with the Higher Learning Commission (HLC), will depend on learning outcomes information that the institution gathers this year. Leadership in this area could have a significant impact on the documentation the institution provides the HLC site team in 2014.

### Reaccreditation with the Higher Learning Commission

One feature of change management is administering compliance. PRISM use its peer-review processes and its quality standards of planning effectiveness to guide compliance of academic departments/units with HLC expectations. HLC accreditation criterion 4-B states: "The institution uses the information gained from assessment to improve student learning. Faculty and staff members participate substantially." Additionally, criteria include the following (5-D): The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities and sustainability, overall and in its component parts." Some departments with similar special accreditation standards for learning outcomes research also use PRISM to establish compliance. Simply phrased, the institution must demonstrate that it uses its change management system to make changes, not only to list learning outcomes or faculty research goals.

The development and use of PRISM has positioned the University well in matching the expectations of HLC's new accreditation methodology known as Pathways, which begins applying to CSU in 2014. It increases the frequency of accreditation reviews and relies on electronic documentation of planning and self-evaluation.

### Recent National Exposure and Recognition for CSU and PRISM

PRISM is posted on the National Institute for Learning Outcomes Assessment (NILOA) Website as an example best practice case study. It includes a fifteen-page description of PRISM. See the following link:

<http://learningoutcomeassessment.org/CaseStudiesInstitutions.html>

This case study summarizes many of the key elements of CSU's assessment activities related to student learning outcomes assessment<sup>1</sup>, featuring PRISM as an effective infrastructure for organizing and sharing assessment

information. Highlighted in this report are the aspects of assessment most directly connected to teaching and learning and, more specifically, to student learning outcomes assessment in CSU's assessment model—in particular, the following central elements: 1) a well-developed academic program review and improvement process that supports continuous and systematic evaluation of departmental performance and that encourages action planning to strengthen program quality, 2) the infusion of learning outcomes assessment across academic affairs and student affairs, and 3) an overall process of continuous improvement that moves beyond the simple measurement aspects of assessment and seeks to establish an adaptive system for monitoring the learning environment and becoming an instrument for change management.

Furthermore, CSU is a member of the Presidents' Alliance, which is a feature of the New Leadership Alliance for Student Learning and Accountability. Institutions joining the *Presidents' Alliance for Excellence in Student Learning and Accountability* are publicly making a commitment to significantly improve assessment of, and accountability for, student learning outcomes on their campuses. This involves committing to an Action Plan to build on previous work to assess, report on, and use evidence to improve student learning.

As an advocacy organization, the Alliance is leading and supporting voluntary and cooperative efforts to

1. Shape attitudes, practices, and policies;
2. Promote the establishment of new professional norms, and
3. To increase public confidence in the quality of undergraduate education provided by American colleges and universities.

In addition, PRISM has recently been highlighted in books and journal articles. Please see relevant references below. A book chapter on change management in a pending 2012 AIR Handbook uses CSU as the case study example.

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# Colorado State University's Plan for Researching Improvement and Supporting Mission PRISM

Beginning in June 1998, CSU's governing board placed the institution on a "learner centered" paradigm. This new commitment involved developing a formal, comprehensive, and effective institutional assessment program. The University's strategic planning for FY03 identified periodic assessment with subsequent programmatic modification as an essential component of enhancement for both academic and service/support programs at CSU (*Annual Update of the USP*, FY03). In early October 2002, CSU's Academic Programs Assessment and Improvement Committee (APAIC) endorsed a University-wide Plan for Researching Improvement and Supporting Mission (PRISM). The following concept model communicates this assessment planning process to the University community.

PRISM is a comprehensive, systematic process for continuously improving academic programs in three areas: 1) student learning (including undergraduate, and graduate education), 2) faculty research/scholarship, and 3) faculty service/outreach. The process also includes improvement planning for student affairs and academic support areas. It helps programs coordinate multiple improvement reporting requirements—regional accreditation, specialized accreditation, and CSU program review—while informing CSU strategic planning. Its central theme is that faculty/staff learn about themselves and act on what they learn. It is an organizational learning infrastructure.

Use of direct assessment methods, faculty evaluation of data to identify program strengths and weaknesses, and formative improvements based on systematic performance research are characteristics of the process. Online access to program assessment plans, to planning best practices, and to units' evaluation instruments, enables faculty and staff to improve program performance through the use of these shared resources. **[Concept Model Follows]**

# Plan for Researching Improvement & Supporting Mission

# PRISM



## CSU-Pueblo FACULTY WORKLOAD

	2006		2007		2008		2009		2010	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	NA in IPEDS	NA in IPEDS	NA in IPEDS	NA in IPEDS	18	18	18	18	16	17
UG FTE/IPEDS Instructional Faculty	28.24	25.24	27.61	25.03	27.14	25.72	26.08	26.53	28.87	27.04
UG Degrees/IPEDS Instructional Faculty	5.49	5.41	5.76	5.43	4.92	5.03	4.49	4.80	4.77	4.90
GR FTE/IPEDS Instructional Faculty	3.60	2.83	3.48	3.00	4.18	3.01	4.23	3.31	4.65	3.42
GR Degrees/IPEDS Instructional Faculty	0.43	0.95	0.52	1.00	0.38	1.02	0.44	1.03	0.60	1.13
Research Exp/IPEDS Instructional Faculty	3,527	2,126	381	1,387	1,084	1,694	1,213	1,639	1,443	2,982

"Peers" are from peer set approved December 2011

Source: All variables are directly from IPEDS.

### Operational Definitions:

**IPEDS UG Student Faculty Ratio:** (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (Full-time Faculty + 1/3rd Part-time Faculty)

**UG FTE/IPEDS Instructional Faculty:** (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**UG Degrees/IPEDS Instructional Faculty:** (Undergraduate Degrees Conferred) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**GR FTE/IPEDS Instructional Faculty:** (Full-time Graduate Students + 1/3rd of Part-time Graduate Students) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**GR Degrees/IPEDS Instructional Faculty:** (Graduate Degrees Conferred) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)

**Research Exp/Instructional Faculty:** (IPEDS Reported Annual Research Expenditures) DIVIDED BY (IPEDS Reported Instructional [Tenured and Tenure-Track] Faculty)



<b>CSU-Global Faculty Workload</b>				
<b>Value</b>	<b>Fiscal Year 2009</b>		<b>Fiscal Year 2010</b>	
	<b>CSU-Global</b>	<b>Peer</b>	<b>CSU-Global</b>	<b>Peer</b>
IPEDS Student Faculty Ratio*	21	20	17	19
FTE Undergraduate Enrollment	141	6,568	594	8,658
FTE Graduate Enrollment	86	1,919	203	1,923
UG FTE/Num of fac	3	N/A	10	N/A
GR FTE/Num of fac	2	N/A	3	N/A
Bachelor's Degrees Conferred	0	1,341	27	1,575
Masters's Degrees Conferred	0	648	24	803

\*Student to Faculty Ratio calculated using fall data only

IPEDS Student Faculty Ratio was based on fall semester data pulled from the IPEDS data center

FTE Undergraduate Enrollment - Number of full-time equivalent undergraduate students during the fiscal year

FTE Graduate Enrollment - Number of full-time equivalent graduate students during the fiscal year

UG FTE/Num of fac - Number of full-time equivalent undergraduate students divided by the number of faculty for that fiscal year

GR FTE/Num of fac - Number of full-time equivalent graduate students divided by the number of faculty for that fiscal year

Bachelor's Degrees Conferred - Number of Bachelor's degrees conferred during the fiscal year

Masters's Degrees Conferred - Number of Master's degrees conferred during the fiscal year

# **Postsecondary and Workforce Readiness (PWR) High School Diploma Endorsement Criteria**

**Submitted by the Endorsed Diploma Task Force  
December 2, 2011**

**Another P-20 partnership between the Colorado Department of Education and the  
Colorado Department of Higher Education**

*High school is a critical juncture in students' lives and in our educational system that deserves special attention. High school is a place to grow and transition and should empower students with the planning, knowledge, and 21<sup>st</sup> century skills they need to satisfy the demands of a postsecondary education or a career. However, data on Colorado's high school dropout and graduation rates, remedial education needs, and a small percentage of college-bound students suggest the urgent need to prepare students better for college or career and increase students' access to postsecondary options.*

*One way to address these concerns is to create a high school diploma endorsement that indicates a student has taken the necessary steps not only to exit high school but also to be admitted into institutions of higher education in Colorado without the need for remediation. This document identifies the criteria for such an endorsement, indicating the student has demonstrated he/she is Postsecondary and Workforce Ready (PWR).*

*Though not all students will be able to meet these expectations right away, the ultimate goal is to have every student who graduates from high school in Colorado receive a PWR endorsed diploma. The state is committed to supporting schools and districts with this effort to enhance a high school student's buy-in to assessments, classes, activities and planning in order to provide students with a clear pathway to higher education and career opportunities in Colorado.*

## **Introduction**

Pursuant to C.R.S. 22-7-1009 and 22-7-1017, the next steps of implementing Colorado's Achievement Plan for Kids (CAP4K) calls for the State Board of Education and the Colorado Commission on Higher Education to adopt jointly high school diploma endorsement criteria indicating a student's level of Postsecondary and Workforce Readiness (PWR). A PWR endorsed diploma identifies student excellence over and above a standard high school diploma. It signifies a student has thoughtfully planned for post-high school life, and is academically prepared for credit-bearing 100-level postsecondary coursework without the need for remediation. A PWR endorsed diploma also means the student possesses the abilities and skills demanded in a rapidly changing, 21<sup>st</sup> century workplace or postsecondary education environment (*i.e.*, critical thinking and problem solving, information literacy, collaboration, self direction, and invention skills).

The PWR endorsed diploma criteria include three components a student must satisfy:

- establish and maintain an Individual Career and Academic Plan (as defined in SB09-256 ICAP and CDE rules and guidelines);
- exhibit 21<sup>st</sup> century/learning and life skills; and,
- demonstrate academic preparation and excellence without the need for remediation.

Satisfying these criteria creates a clear pathway for students and streamlines placement decisions at the institutions of higher education, and should enhance a high school student's buy-in to assessments, classes, activities and planning and provide students a clear pathway to higher education and career opportunities in Colorado.

The Postsecondary and Workforce Readiness (PWR) high school diploma endorsement provides meaningful and realistic outcomes for students due to the alignment of high school coursework, gtPathways courses in higher education, and college admissions and placement. The endorsement also rewards a high school graduate for excellence by granting admission into open, modified open, or moderately selective public institutions of higher education in Colorado, as well as priority consideration for admission into Colorado's highly selective institutions.

Postsecondary and Workforce Readiness is not just academic preparation but also an indication of the level of skills students have developed that will help them succeed in a 21<sup>st</sup> century workforce and postsecondary environment. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently and collaboratively. Students will have many opportunities to apply these skills, in and outside of the classroom, to demonstrate their level of readiness for college or a career. The PWR definition describes nine learning and life skills that align with the five 21<sup>st</sup> century skills that are embedded in the new Colorado Academic Standards. To communicate these skills effectively to P12, higher education, and the community, the two sets have been consolidated by embedding the PWR skills in the five 21<sup>st</sup> century skills as follows:

1. **Information Literacy** ( PWR *Find and Use Information & Information Technology*)
2. **Invention** (PWR *Creativity and Innovation*)
3. **Collaboration** (PWR *Collaboration and Communication*)
4. **Critical Thinking** (PWR *Critical Thinking and Problem Solving, & Global and Cultural Awareness*)
5. **Self Direction** (PWR *Personal Responsibility, Civic Responsibility, Work Ethic*)

The academic criteria treat the two content areas of Reading, Writing, and Communicating and Mathematics differently than the other content areas. These two content areas require that a student successfully complete rigorous high school coursework *and* demonstrate excellence, and a student must also enroll in and earn at least a B in a high school course requirement specifically in the 12th grade year. The other content areas require students to meet the course requirements at any given point during their education career. The Task Force recommended this approach to encourage students to continue to engage in higher level coursework during their senior year in order to enter into postsecondary study or a career without the need for remedial education and ready for college-level coursework or career challenges.

The Task Force recognizes that some districts may not have the resources to offer the breadth and rigor of academic coursework outlined in the criteria for a PWR Diploma Endorsement. Therefore, the Endorsed Diploma Task Force recommends that the state support efforts to provide access to online learning opportunities that will allow more students to participate in college ready coursework. As one way, districts can take advantage of the Colorado's community colleges' online associate degree program coursework. Another opportunity exists through the adoption of the Common Core State Standards, whereby Colorado may be able to partner with other states to provide common online coursework at a lower cost to the state.

As a foundational belief, demonstrating Postsecondary and Workforce Readiness means our policies and systems must move beyond seat-time requirements and toward performance-based indicators in determining a student's readiness to enter into college coursework or a career. A similar approach is being considered as the state updates its admissions policies, including the Higher Education Admission Requirements (HEAR). The criteria for the endorsed diploma will help clarify the questions we will face when adjusting the admissions and placement policies.

Implementing the endorsed diploma will not create new demands on secondary schools, since districts are already implementing student ICAPs and tracking whether students have met the school's local graduation requirements. What *is* new is that the endorsed diploma places a greater emphasis on the student's ability to apply the 21<sup>st</sup> century skills and formalizes the measurement of these skills. This is an exciting and challenging task and the state is committed to working with districts, higher education, business, and parents and students to implement the PWR endorsed diploma in the best way possible.

## Next Steps

In order to take effect, the enclosed endorsed diploma criteria must be approved by the governing boards of the Colorado institutions of higher education. Upon approval, Commissioner Hammond from the Colorado Department of Education and Lieutenant Governor Garcia, the Executive Director of the Colorado Department of Higher Education, together will request an adoption by the State Board of Education and the Colorado Commission on Higher Education. This is scheduled to be completed during Spring 2012.

The Task Force recommends the state partner with several districts for two years in a pilot project, beginning in 2012-13 school year, with state-wide implementation beginning in the 2014-15 school year.

## **BASE REQUIREMENTS – EXISTING ADMISSIONS CRITERIA**

Student must first satisfy the existing Higher Education Admissions Requirements (HEAR), which are currently under review, or HEAR proxies and the Admissions Index and demonstrate they do not require remediation even *to be considered* for a PWR endorsed diploma. The following two steps indicate how students can meet these requirements.

1) Satisfy current HEAR requirements (currently under review) or HEAR proxies and the Admissions Index. In order to satisfy the existing HEAR, students must successfully complete academic units/credits of coursework in English, Mathematics, Natural Science, Social Science, and Foreign Language based on the distribution below. Students must receive a passing grade in each course to fulfill the requirement.

<b>Existing HEAR and Alternatives</b>						
	<b>English</b>	<b>Mathematics</b>	<b>Social Science</b>	<b>Natural/Physical Science</b>	<b>Foreign Language</b>	<b>Electives</b>
HEAR (Academic course units must total 17)	4	4	3	3	1	2
<b>Remedial</b>	<b>ACT:</b> <b>Writing: 18</b> <b>Reading: 17</b>  SAT: Writing: 440 Reading: 430  <b>Accuplacer:</b> <b>Sent Skills 95</b> <b>Rdg Comp 80</b>	<b>ACT:</b> <b>19</b>  SAT: 470  <b>Accuplacer:</b> <b>Intermediate Algebra 85</b>	N/A	N/A	N/A	N/A

<b>Course Equivalent</b>	<b>ENG 090 = 4 years</b>	<b>MAT 090 = 3 years MAT 106 = 4 years</b>	<b>N/A</b>	<b>N/A</b>	<b>ACTFL = Novice- Mid</b>	<b>N/A</b>
<b>Course Completion Examples*</b>	<b>ENG 121</b>	<b>MAT 120</b>	<b>PSY 101 HIS 101</b>	<b>BIO 111</b>	<b>SPA 101 FRE 111</b>	<b>Combination</b>

\* ...preparation can be demonstrated by completing the Higher Education Admission Requirements (HEAR) in high school and/or by successfully completing (with a grade of C- or higher) a college-level course in each core area (English, mathematics, natural sciences, social sciences, and foreign language (2010 and later graduates) where the high school unit requirements have not been fulfilled. (Section 5.04.04 of Admissions Standards Policy)

2) Demonstrate proficiency in math and literacy areas ensuring that they will not require remediation in higher education credit-bearing classes. The indicators may include any of the following:

- a) Approved State Summative/National Consortia Assessment cut-scores
- b) ACT/SAT writing test
- c) Approved ACT cut-scores
- d) Approved SAT cut-scores
- e) Placement assessments: including Accuplacer, COMPASS (not yet approved by CCHE) or
- f) Successful completion of college level courses via Concurrent Enrollment

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### **PLANNING CRITERIA**

Beyond the base requirements, in order to receive an endorsed diploma, students must present evidence that they have created and maintained updated career and academic plans. This step is essential to establishing a goal, creating an intentional course plan for high school, exploring careers, and putting the necessary steps in place to prepare for postsecondary success.

**Students demonstrate they are on track to complete their Individual Career and Academic Plans (ICAP) as established by SB09-256 and the State Board of Education Rules for Administering ICAPs, including:**

- Career and College Interest Inventories
- Career Plan and Goals
- Work Experience
- Academic Progress (including remediation and concurrent enrollment)
- Intentional Course Plan
- Extracurricular, Contextual, and Service Learning
- College Exploration and Applications
- Progress in Financial Literacy and College Finances

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### **DEMONSTRATION OF 21<sup>st</sup> CENTURY, LEARNING AND LIFE SKILLS CRITERIA**

**BOARD OF GOVERNORS**  
**Board of Governors Committee and Board Meetings**  
**February 8-9, 2012**

**Pueblo Convention Center**  
**320 Central Main Street**  
**Pueblo, Colorado**

**THURSDAY, February 9, 2012**

<b>Breakfast for the Board of Governors</b>	<b>7:30 a.m. – 8:00 a.m.</b>
<b>COMMENCE MEETING - CALL TO ORDER</b>	<b>8:00 a.m. – 2:00 p.m.</b>
<b>1. PUBLIC COMMENT</b> (5 min.)	8:00 a.m. – 8:05 a.m.
<b>2. BOARD CHAIR’S AGENDA</b> (30 min.)	8:05 a.m. – 8:35 a.m.
<b>3. EXECUTIVE SESSION</b> (1 hr. 30 min.)	8:35 a.m. – 10:05 a.m.
<b>4. FACULTY &amp; STUDENT REPRESENTATIVES’ REPORTS</b>	10:05 a.m. – 10:45 a.m.
A. <u>Faculty Reports</u>	
• CSU-Pueblo: Faculty Report (10 min.)	
• CSU-Fort Collins: Faculty Report (10 min.)	
B. <u>Student Reports</u>	
• CSU-Pueblo: Student Report (10 min.)	
• CSU-Fort Collins: Student Report (10 min.)	
<b>5. STRATEGIC PLAN UPDATES</b> (15 min.)	10:45 a.m. – 11:00 a.m.
<b>6. PRESIDENTS’ REPORTS and CAMPUS UPDATES</b>	11:00 a.m. – 12:00 p.m.
A. <b>CSU-Pueblo:</b> President’s Report – Presented by Lesley Di Mare (15 min.)	
B. <b>CSU-Global:</b> President’s Report – Presented by Becky Takeda-Tinker (15 min.)	
C. <b>CSU-Fort Collins:</b> President’s Report – Presented by Tony Frank (30 min.)	
<b>BREAK</b>	12:00 p.m. – 12:10 p.m.
<b>7. COMMITTEE REPORTS AND RESOLUTIONS and working lunch</b>	12:10 p.m. – 1:20 p.m.
A. <b>Academic Affairs Committee</b> (Dorothy Horrell, Chair) (30 min.)	
• PWR Endorsed Diploma	
B. <b>Audit Committee</b> (Scott Johnson, Chair) (10 min.)	
C. <b>Real Estate/Facilities Committee</b> (Ed Haselden, Chair) (10 min.)	
D. <b>Finance Committee</b> (Don Elliman, Chair) (10 min.)	
E. <b>Chancellor Search Advisory Committee</b> (Joseph Zimlich) (10 min.)	

**8. CONSENT AGENDA** (5 min.)

1:20 p.m. – 1:25 p.m.

A. CSU State University System

- Approval of December 2011 Finance Committee Meeting Minutes
- Approval of December 2011 Audit Committee Meeting Minutes
- Approval of December 2011 Student Affairs Committee Meeting
- Approval of December 2011 Real Estate/Facilities Committee Meeting Minutes
- Approval of December 2011 Academic Affairs Committee Meeting Minutes
- Approval of January 2012 Academic Affairs Committee Meeting Minutes
- Approval of December 2011 Board of Governors Regular Meeting Minutes

B. CSU-Fort Collins

- New Degree Program: Plan C Master of Professional Natural Sciences – College of Natural Sciences
- Sabbatical Leave Reports
- Faculty Emeritus Appointments
- Non-delegable Personnel Items

C. CSU-Global

- Spring 2012 A Graduates

**9. INSTITUTIONAL DISCUSSION ITEMS** (30 min.)

1:25 p.m. – 1:55 p.m.

- CSUS Legislative Update

**10. BOARD CHAIR AGENDA** (continued) (5 min.)

1:55 p.m. – 2:00 p.m.

**11. ADJOURNMENT**

**2:00 p.m.**

**Next Board of Governors Meeting: Board Committees and Board Meeting – May 1-2, 2012,  
Fort Collins, Colorado**

**APPENDIX**

PLEASE NOTE in the Appendix you will find:

- Construction Status Reports
- Readings on Higher Education



# Section

1

## Public Comment

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# Section

## 2

### Board Chair's Agenda

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# Section

3

## Executive Session

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# Section

## 4

# Faculty and Student Representative Reports

## COLORADO STATE UNIVERSITY – PUEBLO FACULTY REPORT

This report covers highlights since the December 7, 2011 Board of Governor's meeting.

**Faculty Handbook** – a group of faculty will be undertaking a major revision of the Faculty Handbook spring semester 2012, in order to make corrections and simplify the logistics of organization of information within. Complying with the established rules for changing the Handbook (discussion at multiple sessions of the full Senate plus a faculty referendum) means that, if approved, there will be a request for BOG approval of the changes at the April AAC meeting.

**Student Fee Governing Board (SFGB)** – the SFGB which oversees the approval process of student fees and works with the administration to determine the parameters with which student fees are implemented and tracked, requested the addition of a faculty member to serve on the SFGB. Students have recently expressed dissatisfaction with the use of course, department, and program fees to provide fundamental support to academic programs, as students perceive this to be a responsibility of the administration (to set appropriate tuition levels and oversee the appropriate distribution of resources to programs within specific disciplines). Students expressed their respect for faculty and a desire for alternative perspectives to that of administration in formulating decisions regarding the need, allocation, and use of student fees. Models for shifting course, program, and department fees to differential tuition are currently being studied by the University Budget Board (UBB).

**Student Evaluations of Teaching Effectiveness** – an ad-hoc committee which has been reviewing methods of gathering student perceptions of teaching effectiveness has asked the Senate to take a vote of preference for method of collection at the February 6, 2012 meeting. The current method in use is an on-line method of gathering student responses which typically results in a low student response rate; however, the written commentaries from students who respond are typically detailed. An alternative method is a traditional paper/pencil in-class method which typically results in improved response rates, but the method can be labor and/or cost intensive if written comments are to be transcribed or captured using character recognition technologies.

**Campus Email Policy** – the Institutional Effectiveness Committee (IEC) informed the Senate of a study and list of recommendations regarding the current email system on campus. The IEC gathered broad input from numerous relevant, campus constituents (students, faculty, staff, and administration) and studied systems/policies in place at other universities in Colorado and peers elsewhere. A primary reason for the study has been concern regarding a lack of student use of their official campus email accounts which can lead to communication disconnects, including official notifications regarding financial records/billing, and other pertinent information. The IEC has concluded that a policy mandating that students use their official CSU-Pueblo email address for all communications with individuals and offices on campus is needed and would be broadly

accepted. Planning is currently on-going to provide infrastructure changes needed for a more robust system including the accommodation of greater storage (memory) for individual accounts.

**AAUP Meeting to Discuss Faculty Unions** – notes from an AAUP meeting that was held December 1, 2011 to discuss the pros and cons of faculty unions were distributed to the faculty. The forum was facilitated by Dr. Barbara Montgomery (former CSU-Pueblo Provost) and included discussion of campus problems, potential solutions, benefits and disadvantages of unions. Major themes presented in the meeting notes that were distributed are as follows. Reasons noted as ***problems the university faces*** include; *working relationship between faculty and administration, lack of support for academics, lack of transparency and shared governance (including financial information), competence of administration, lack of clarity in mission, admission of unprepared students, faculty salaries (compression, market, fairness), increased reliance on part-time faculty, constraints of heavy reliance on student evaluations of teaching for performance assessment, and difficulty in pursuing academic rigor.* Proposed ***solutions*** included; *forming a faculty union, collective bargaining, and/or resolution of matters through the Faculty Senate.* Primary ***advantages cited for forming a union*** were noted as; *provides a greater balance of power/clout for shared governance to affect salaries, working conditions, and job security, provides a heightened requirement for quality administrators, provides legal counsel to faculty, and allows issues to be resolved more quickly.* ***Disadvantages of unions*** were cited as; *legal constraints on collective bargaining, dues, potential effect on individual initiative, and need for broad support.*

**Referendum Results** – faculty voted to approve three referendums to change the Faculty Handbook for improved logistics regarding the timing in naming a parliamentarian, terms of office for estate committees, and procedures for filling the role of the previous Senate President when that individual is unable or unwilling to serve. A final referendum was passed to replace an inactive Student Life Board with a Student Affairs Board of Advisors. It was noted that the number of faculty voting this year (43) was a marked increase from the previous year when the maximum number voting was 29.

Respectfully Submitted,

Kristina G. Proctor, Ph.D.  
BOG Faculty Representative

## Report by the Faculty Representative, Faculty Council, to the Board of Governors

February 7-9, 2010, Pueblo

### Pending Faculty Council items (consideration at the February 7 meeting):

Degree candidates for Spring and Summer, 2012

Molecular, Cellular and Integrative Neuroscience as a Special Academic Unit

Plan C, Masters of Tourism Management

Plan B, Master of Science, Design and Merchandising, online option

Athletic Director Jack Graham will give a report and field questions, schedule permitting. Two faculty have been appointed to the 15 member committee exploring the proposed football stadium: Todd Donovan, College of Business representative to the Committee on Intercollegiate Athletics (a Faculty Council Committee), and James Francis, Faculty Representatives to Athletics, and an ex officio member of the same committee.

**Preface to the Manual** (approved by the Board at its December 2011 meeting): The faculty appreciates the diligent work of the System staff, Faculty Council Chair Tim Gallagher, and the Faculty Council in reaching accord on this academic freedom issue.

**Professional Development Institute (PDI)**—The 33<sup>rd</sup> Professional Development Institute was held January 9-11, 2010 on campus. One hundred twenty-five sessions were presented by CSU state classified, administrative professional, faculty, and graduate students during the 3 days. The topics tracks included safety and health; teaching and learning; administrative issues; management and supervisory skills; instructional and informational technology; personal and professional enrichment, diversity, green initiatives and issues; research, outreach; and student affairs. More than 1,025 individuals enrolled and attended an average of 3-4 different sessions. Attendees included 435 state classified staff, 375 administrative/professional staff, 135 faculty, and 80 graduate students. The most highly attended session were time management; getting the most out of your iPad; getting your important papers in order; herbs for CO gardens; and travel photography. The sessions provided an excellent opportunity to be up-dated on policies and practices as well as explore areas of professional and personal interest while interacting with persons from various units on campus.

**Faculty Awards**—February 1 is the due date for nominations for all-University faculty awards. The available awards and a brief description include:

Provost's N. Preston Davis Award for Instructional Innovation (initiated in 1992). Awarded for application of technology to enhance learning and teaching or universal design for living (UDL) principles (accessibility) to 2 faculty. A unit or team may also qualify.

Jack E. Cermak Advising Award (endowed by Dr. Cermak, a civil engineering professor). Recognizes excellence in academic advising. 3-4 awarded annually with a maximum of one for graduate advising and one to an administrative professional appointee.

Oliver P. Pennock Distinguished Service Award (recognizes a civil engineering professor of the 1920s). Recognizes outstanding achievement in individual responsibility to the University over a period of five or more years. 3-5 awards annually.

Board of Governors Excellence in Undergraduate Teaching (initiated in 1993). Recognizes a faculty member who stimulates, motivates, and challenges undergraduate students. One awarded annually each at CSU and CSU-Pueblo.

Monfort Professor (supported by the Monfort Family Foundation beginning in Fall 2008). Recognizes newer faculty as rising stars and provides support for 2 years of teaching and research. (Awardees hold the designation for 2 years)

University Distinguished Teaching Scholars (UDTS). Recognizes excellence in teaching and learning, outstanding teachers/educators in their disciplines. The designation is held for the duration, with a limit of 12 persons holding the designation at a time. Currently 11 faculty are UDTSs.

University Distinguished Professor. Honors faculty for outstanding scholarship and continuing commitment to the University in pursuit of excellence. The distinction is held for the duration of one's appointment at CSU with the designation is Distinguished Professor Emeritus upon retirement.

Many of the previous awardees are recognized on plaques in the upper floor of Lory Student Center and in the Administration Building. The UDTSs and University Distinguished Professors participate in graduation ceremonies and are listed in the program. Most colleges have annual awards programs for faculty and staff as does the Alumni Association and chapters/sections of honorary and professional societies on campus.

### **Founders Day 2012**

CSU was established on February 11, 1870, 142 years ago, by Territorial Governor Edward McCook when he signed the Morrill Act establishing the State Agricultural College in Fort Collins. Events celebrating the milestone on February 10 include CSU Day at the Capitol, 8 am – 1 pm, West Foyer of the State Capital and Happy 142<sup>nd</sup> Birthday CSU at 1:42 pm on the Lory Student Center Plaza.

Free CSU Alumni Day events will be held February 11<sup>th</sup>, CAM's Birthday Party—a Kid friendly Founders Day celebration in Centennial, CO from 11 am -1 pm at Monkey Bizness (9950 E. Easter Ave, Ste. 200) and on the 12<sup>th</sup> in Fort Collins from 1-4 pm at 1420 Riverside Ave.

Carole J. Makela, Professor  
Faculty Representative to the Board  
January 19, 2012





Student Representative's Report

**Colorado State University-Pueblo**  
Isaiah McGregory

**CSU-Pueblo Alcohol and Other Drug (AOD) Prevention Program**

The Alcohol and Other Drug Prevention Program, funded through student fees, exists to provide a safe and healthy environment for students to complete their educational goals without the burden of problematic or illegal use of alcohol or other drugs. This newly implemented initiative is a program that students have been asking to have for the last several years.

*Future Plans for AOD*

- Develop an intentional programming calendar to incorporate assessment data
- Apply and receive funding from the NCAA CHOICES Grant
- Work with campus stakeholders to pilot the Wolfpool safe ride program in Fall 2012
- Develop a pre-matriculation course for incoming students to complete that covers alcohol, other drug, and sexual assault education
- Host a drunk driving simulation event during National Collegiate Alcohol Awareness Week (NCAAW)
- Work with the Distinguished Lecturer series to bring on a motivational/alcohol awareness speaker (e.g. Marcus Engel)
- Disseminate branded educational materials to enhance early intervention utilization
- Perform a campus-wide AOD assessment using a nationally recognized assessment model (Core Survey or the NCHA) to guide future program plans
- Investigate alternative funding methodology (e.g. state, federal grants) to enhance AOD prevention services without create additional student fee burden

The AOD program is off to a great start in the opinion of students.

**Student Fee Process**

The Spring review of student fees are now underway. All department, program, course, and mandatory fee proposals will be under examination. SFGB will be discussing some questions that we have about some requests. A better definition of appropriations for these fees is required, and will be rewritten and submitted for review. Also, SFGB is searching for an electronic form of submittal for requests. As of now, requests strictly come in by paper.

## **Walking Sticks**

The University has now reached near maximum capacity, with only one open bed in the newly purchased Walking Sticks apartment complex. Students have been asked how they like living in the “Sticks,” and the general concessions’ is that students not only like the complex, but they rather live here as opposed to the university's competition, Wolf Village. There have been a number of transfers from the opposing living complex.

From the feedback that student government has received, students believe that the units themselves are better, have more living space, and that there is a better sense of security. Students appreciate full time resident assistants living on site, and campus security doing routine rounds. Student Facility Fee committee has approved a new lighting project in the complex. The first stage of the project will occur within this semester, replacing current outdated light fixtures with better, more economical, pedestrian lights.

## **Leadership Conference And ASG Breakout Sessions**

CSU-Pueblo's office of Student Activities held its annual Student Leadership Experience (SLE) before the start of the spring semester. The 2012 SLE held in Glenwood Springs, CO, was an experiential leadership conference designed for current and emerging student leaders to provide them with an experience that they can take with them after they graduate. The leadership experience was for advanced campus and community leaders as well as emerging leaders. This years SLE was a complete success.

Students who attended:

- Learned to articulate values, qualities, and skills important to leadership positions
- Explored their personal leadership identity
- Developed an expanded awareness of diversity in leadership
- Experienced leadership by collaborating with other participants to identify and address a campus issue
- Practiced leadership skills to enable them to give back to the campus community
- Developed collaborative relationships with peers

Created a cohesive community of leaders on campus

The conference had several breakout sessions including:

### *Leadership and Decision Making*

Decision making is a critical characteristic of any leader since the decisions they make ultimately determine their successes or failures. In this workshop you will learn how our experiences shape our decisions and lead us to make decisions based on improper biases. You will also learn ways to recognize those biases and become better at making more ethical decisions.

### *Be Careful What You Say and Do, Because Someone’s Always Watching You*

Whether you know it or not, you’re always on display and people are making determinations about you based on your actions, your attitude and what you project about yourself. This session will help you develop an action plan for becoming the best YOU, you can be.

### *Learn the Truth: “Magical” Interpersonal and Social Media Strategies that Create Success*

This presentation shares communication practices that will enhance both the student and professional experience. The presenter walks students through key strategies that help establish communication channels that cultivate academic and professional success. The presenter focuses on communication techniques that can be applied through both face-to-face interaction and new media adoption

### *Everyone is Important*

Everyone has a role when working toward a common goal and everyone can exhibit leadership skills. Just because you are not the main cast member, does not mean that you don't play a key part in the end result. Come learn how you can play an important role regardless of title or position.

### *Communication and Recognition*

In this session, students will be introduced to what it takes to build and lead a successful team as well as characteristics that could potentially hold a team back. We will focus on communication between and recognition of team members, as well as other skills to “create magic”.

### *Stay Ahead of the Pack*

A good leader is an informed leader. Thus, leaders must be well trained at gathering information. Come learn how to listen to your peers, copy your rivals, use tools like surveys to gather information from the community, and teach yourself to be aware of your personal weaknesses. Lifelong leaders are lifelong learners.

### ASG Breakout Session

At the retreat, the Associated Students' Government held its own sessions that included team building exercises and brainstorming sessions for the upcoming semester. After the ASG had its internal sessions, we held an open form where a large number of SLE participants attended. ASG received an idea of what students thought of its student government. They were satisfied with the things that ASG has accomplished, but wanted to see more of a presents on campus.

In response to that call, ASG has put together a semester-long service project consisting of two major parts, the better to become visible to students. The first half of the project will be an ASG-run competition to give the university an official slogan. This competition will be open to all students to submit proposals. One winner of this competition will be selected by a committee students, faculty, and administration, and shall receive a prize, TDB. The competition will serve two purposes: one, attempt to bring ASG to the general student body, and two, help start to brand a consistent motto with CSU-Pueblo. The second half of our project will be to hold a clothing drive. Details on the second half of our service project are forthcoming.

### **Student Recreation Center Expansion**

The Student Recreation Center Corridor Expansion project has connected the student recreation center with Massari Arena. The project shifted the orientation of the front and back of four existing racquetball courts from west-east to east-west, thus adding a student gathering space as

well as fan observation area for racquetball/squash competition. This project was a necessary one so that students would have access to all parts of the Rec. Center without having to exit the building.

The facility has new wood flooring that was installed in the renovated racquetball courts. The corridor expansion has added 2500 square feet to the building. The renovated 3,200 square feet of refurbished courts received new lighting and ceilings as well. Durable finishes of high-grade carpet tile and porcelain ceramic tile are used at the gathering space floor and the corridor floor, respectively. The space is fully fire-sprinkled, and connected to the campus global-voice alarm system, as well as integrated into the campus internet system.

This project was requested by student government and paid for by student fees.

## **Sports**

Head Football Coach John Wristen, was named the 2011 National Coach of the Year by *American Football Monthly* magazine. He was one of five national finalists for the Liberty Mutual Division II Coach of the Year award as well as the Regional Coach of the Year by the American Football Coaches' Association and *Don Hansen's Football Gazette*, Colorado Coach of the Year by the National Football Foundation, and Rocky Mountain Athletic Conference Coach of the Year. In his time, he has dramatically elevated the football program from upstarts to legitimate national power in just four seasons.

The CSU-Pueblo football team won Rocky Mountain Athletic Conference champions, rising all the way to a national number-one ranking and the nation's top seed in the 2011 NCAA Division II Playoffs. They went 11-0 in the regular season.

CSU-Pueblo's Men's Racquetball team is the National Championship. The team won the 2011 USAR National Collegiate Racquetball Championships featuring nearly 240 of the best players representing 50 colleges and universities last spring. The T-Wolf men won in commanding fashion, winning 8 of the 9 finals in which they played, defeating runner up Oregon State University. CSU-Pueblo has won the national championship event every year but one since the University became CSU-Pueblo in 2003 and 14 national championships since 1996.

CSU-Pueblo's Women's Basketball team is now riding a seven-game win-streak. They have an 12-3 season as of now. The women are ranked third in the Rocky Mountain Athletic Conference.

The baseball program at Colorado State University-Pueblo is one of the most decorated and accomplished in the Rocky Mountain Athletic Conference and all of NCAA Division II. Since the program restarted in 1994 under the tutelage of current head coach, Stan Sanchez, the Pack has established a standard that all other teams in the conference must live up to. The team is ranked third in the Rocky Mountain Athletic Conference.

Student fees help support all CSU-Pueblo sports.

## **PROPEL**

As mentioned at the last Board meeting, Colorado State University-Pueblo has earned a five-year, \$4.3 million award from the Department of Education (DOE) for its PROPEL (Providing Opportunities to Excel) project to address the needs of Hispanic and low income students. Through the PROPEL grant, the CSU-Pueblo will improve its capacity to retain and support students in Science, Technology, Engineering, and Mathematics (STEM) fields through academic support services for STEM majors, sustainable systems service learning and undergraduate research in Math, Biology, Chemistry, Physics, Engineering, and Civil Engineering Technology, a Summer Academic Forgiveness Education (SAFE) course recovery program, faculty development in sustainability, service learning, and instructional technologies; and articulation workshops with Pueblo Community College in order to develop a model articulation agreement.

Learning more about what will happen with this grant, it was decided that The Propel Center will be in the life sciences bldg, and the science tutoring will be loosely modeled as the Math Learning Center. Once a director is in place, the university will hire someone to assist with curriculum, and hire student tutors. The goal is that this will be up and running sometime during this Spring semester. There are many other good components to this grant that will benefit students including: The SAFE program to help students in the summer who have had trouble during fall/spring, internships/shadowing opportunities, student research, equipment purchases, and more. The university is in the process of hiring a project director who is to start January 30 2012.

## **President Di Mare**

In President Di Mare's time on campus, she has changed the perception of senior leadership in the eyes of students. Students feel a breath of fresh air, and new light is being shed onto issues that have previously been in the dark. Her communication with campus as a whole has been terrific. President Di Mare has taken steps to insure that everyone on campus has access to her speeches by recording them and posting them on the universities website. Students have found this to be extremely beneficial and are thankful for the transparency. With her leadership, the student body is feeling a sense of stability in campus administration.

## COLORADO STATE UNIVERSITY-FORT COLLINS STUDENT REPORT

Eric Berlinberg  
February 9, 2011

### A. ACCOUNTABILITY REPORT

#### I. *ASCSU RELEASES FIRST EVER "ACCOUNTABILITY REPORT" TO THE CAMPUS COMMUNITY*

In an effort to share with the campus community the status of initiatives, programs and funding, ASCSU created a comprehensive report of the first six months of the Eric Berlinberg & Rachel Roberson Administration. The "ASCSU Accountability Report" is available for review on our website, [www.ASCSU.ColoState.EDU](http://www.ASCSU.ColoState.EDU), and an e-mail to the entire campus community was sent out on January 24. The report includes information about ASCSU, financial information and status of budgets, staff member names and contact info, and the status of each and every initiative ASCSU is working on.

### B. ELECTIONS

#### I. *ASCSU BEGINS ANNUAL ELECTIONS PROCESS*

The ASCSU Elections process has begun with the hiring of Andrew Ives as the Elections Manager for 2011-2012. Mr. Ives served ASCSU as the Elections Manager for the previous Administration, and will continue to promote student involvement in the elections process this year.

At the end of this past summer, ASCSU President Eric Berlinberg charged a task force to review the current ASCSU Elections process and provide any recommended changes necessary to increase student input and involvement, as well as ensure the process is fair and equitable. This resulted in the Elections Task Force providing recommended changes, all of which are currently pending legislation in the ASCSU Senate.

Elections Manager Ives has already formed the Elections Committee, which acts as the governing body of the ASCSU Elections process. This committee is typically formed closer to Spring Break. The earlier we have this group involved and informed, the smoother and more efficient the Elections process will be for the candidates involved, as well as the organization.

### C. GOVERNMENTAL AFFAIRS

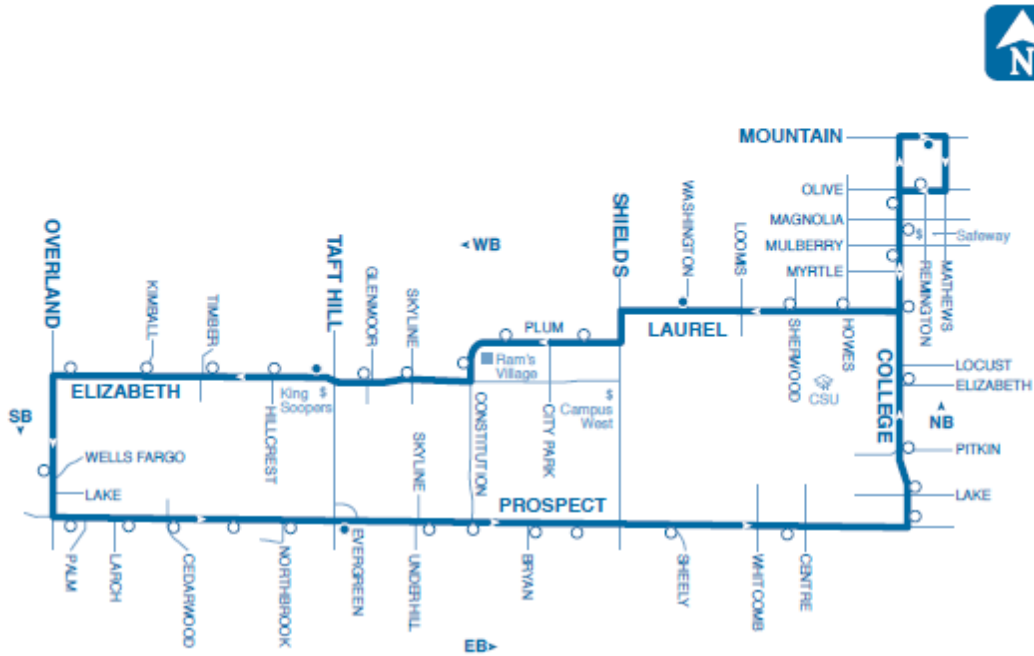
#### I. *NEW LATE NIGHT, OLD TOWN BUS SERVICE KICKS OFF SERVICE*

In November, the Fort Collins City Council approved the city's support for the Late Night Bus Service. On Friday and Saturday Nights, starting February 3<sup>rd</sup>, students and residents will be able to utilize "fixed route bus service" which is targeted specifically at the Old Town crowds that disperse as the bars close down. The service will complement ASCSU's existing RamRide service which provides "safe, non-judgmental" rides home for students on Thursday, Friday and Saturday nights. While the obvious aim of the program is to get people home safely, this service actually operates identically to other Transfort services so it will provide additional transportation options for people of all walks of life. This will open up employment and entertainment options in addition to providing a safe ride home for Old Town goers.

The program is funded through several streams which consist of: revenues generated from fares, advertising revenues, funding from police services and \$34,000 from ASCSU. The funding provided will support a one year pilot program. However, we will be evaluating the program over the course of the year to look at our long term options. This is a great new program that we are very proud to begin this semester and it continues ASCSU's commitment to providing safe transportation options for students.



## Downtown » Laurel » Elizabeth » Prospect » College



**MAP LEGEND**

- Bus Route
  - Time Point Bus Stop: Street intersection used for time schedule reference point listed at the top of the time columns to estimate bus arrival and trip times.
  - Bus Stop
  - 1- Transfer Location: Route intersection for transferring to the connecting route or routes indicated.
  - Transit Center
- Landmarks:**
- |                     |                    |
|---------------------|--------------------|
| Government Building | College/University |
| Post Office         | School             |
| Library             | Shopping           |
| Museum              | Other Landmark     |
| Medical Facility    |                    |





GREEN ROUTE				
DEPART REMINGTON & MOUNTAIN	MULBERRY & WASHINGTON	TAFT HILL & ELIZABETH	DRAKE & SHIELDS	ARRIVE REMINGTON & MOUNTAIN
11:30	11:34	11:37	11:44	11:55
11:45	11:49	11:52	11:59	12:10
12:00	12:04	12:07	12:14	12:25
12:15	12:19	12:22	12:29	12:40
12:30	12:34	12:37	12:44	12:55
12:45	12:49	12:52	12:59	1:10
1:00	1:04	1:07	1:14	1:25
1:15	1:19	1:22	1:29	1:40
1:30	1:34	1:37	1:44	1:55
1:45	1:49	1:52	1:59	2:10
2:00	2:04	2:07	2:14	2:25
2:15	2:19	2:22	2:29	2:40
2:30	----	----	----	----

**KEY:** Runs Friday and Saturday Nights All Year Long  
AM = Regular Type; PM = Bold Type

GOLD ROUTE				
DEPART MOUNTAIN & REMINGTON	LAUREL & WASHINGTON	ELIZABETH & TAFT HILL	PROSPECT & TAFT HILL	ARRIVE MOUNTAIN & REMINGTON
11:30	11:34	11:40	11:43	11:57
11:45	11:49	11:55	11:58	12:12
12:00	12:04	12:10	12:13	12:27
12:15	12:19	12:25	12:28	12:42
12:30	12:34	12:40	12:43	12:57
12:45	12:49	12:55	12:58	1:12
1:00	1:04	1:10	1:13	1:27
1:15	1:19	1:25	1:28	1:42
1:30	1:34	1:40	1:43	1:57
1:45	1:49	1:55	1:58	2:12
2:00	2:04	2:10	2:13	2:27
2:15	2:19	2:25	2:28	2:42
2:30	----	----	----	----

**KEY:** Runs Friday and Saturday Nights All Year Long  
AM = Regular Type; PM = Bold Type

## *II. LEGISLATIVE SESSION KICKS OFF, ASCSU LOBBY'S FOR STUDENTS*

With the Legislative Session kicking off in 2012, ASCSU has begun a coordinated effort to track legislation, meet with representatives, and utilize our lobbyist to represent our student body. ASCSU has a very strong legislative action plan, with student staff members tracking bills and communicating with our lobbyist on a daily basis.

Additionally, ASCSU has communicated regularly with the Colorado State University System Director of Governmental Relations to work together on lobbying efforts, as appropriate. This partnership will allow both entities to leverage the lobbying efforts of each other to assist in a common goal of benefiting the campus community.

ASCSU has spent a considerable amount of time meeting with Fort Collins representatives and sharing information and perspective on campus happenings. Representatives seem to truly enjoy speaking with students, and we try to give them any opportunity we can. We are also partnering with representatives to host a Town Hall on a Saturday in February or March, and assist in the marketing for the event.

## *III. ASCSU TO HOST ANNUAL 'CSU STUDENT ADVOCACY DAY AT THE CAPITOL'*

On March 5<sup>th</sup>, ASCSU will host the annual 'CSU Student Advocacy Day at the Capitol,' in which we will transport students to the State Capitol to speak with representatives about issues important to them. ASCSU funds and provides excused absence letters for students who are interested in attending.

Tentatively, ASCSU will provide the opportunity for students to meet with representatives from the Department of Higher Education, ASCSU's Lobbyist, Lieutenant Governor Joe Garcia, Representative Kafalas, Representative Fischer, and others. Last year's event had around 50 students attend, and we are hoping for increased attendance this year.

## **D. LORY STUDENT CENTER RENOVATION**

### *I. LORY STUDENT CENTER RENOVATION CONTRACTOR SELECTED, DESIGN PROCESS CONTINUES*

With the approval of the Lory Student Center renovation bond sale by the Board of Governors, the LSC Master Plan Committee has moved forward from conceptual design into the schematic design phases of the renovation process. Students from all areas of the community have been at the forefront of the entire design process and will continue to be involved as the design is developed and refined.

Currently, the LSC is utilizing a former CSU Vice President for Student Affairs to assist in the development of a phased relocation plan for offices and services that need to relocate during the construction and renovation of the Lory Student Center. The relocation of these offices and services will disrupt normal services that students use on a day to day basis, but will benefit the entire student body in the long run. The LSC Executive Director's Office has been extremely thoughtful in the creation of this plan to ensure that services students use more frequently are available in a similar region and easy to find.

As the design process continues, student involvement and feedback is key to ensuring we have a Student Center successfully designed for the next 50 years. ASCSU will play a big role in that, asking for feedback and input in design elements to make the LSC the ‘heart of CSU.’

**E. ON-CAMPUS STADIUM**

*I. ASCSU REPRESENTS STUDENTS IN ON-CAMPUS STADIUM DISCUSSIONS*

As the discussions of a possible on-campus stadium location begin, ASCSU has representation on the Stadium Advisory Committee to act as the voice of the students. Thus far, student reactions have been very polarized; either very much in favor of the project or very much opposed to the project. Finding a consensus within the students will pose a challenge, but is needed during this discussion of feasibility. ASCSU Senate leadership has been involved in the discussion, and Senators are planning to write a Resolution regarding the on-campus stadium project, which will create a healthy debate amongst students.

**F. RAMRIDE**

*I. RAMRIDE SEES HEAVIEST RIDERSHIP, LOWEST WAIT TIME IN HISTORY*

In the 2010-2011 academic year, the average wait time for RamRide was 95 minutes for a ride. To date, the average 2011-2012 wait time has been 47 minutes, marking the lowest average wait time to date.

<b>RamRide Ridership – As of January 19, 2012</b>					
<b>Year</b>	<b># Cars Thursdays</b>	<b># Cars Fri/Sat</b>	<b>Avg Wait Time</b>	<b>Total # Rides Given</b>	<b>Total People Transported</b>
2011-2012	9	20	47 mins	4,746 (YTD)	14,185 (YTD)
2010-2011	6	15	95 mins	7,383	22,668
2009-2010	6	13	109 mins	7,458	25,330

**Total Nightly Operations Rides Given – 152,216**

<b>RamRide Return Ridership – As of January 19, 2012</b>					
<b>Year</b>	<b># Cars Saturday</b>	<b># Cars Sunday</b>	<b>Avg Wait Time</b>	<b>Total # Rides Given</b>	<b>Total People Transported</b>
2011-2012	3	3	4 mins	81 (YTD)	115 (YTD)

**Total Morning Operations Rides Given – 115**

**G. SENATE SUMMARY**

The ASCSU Senate acts as the “Voice of the Students” at Colorado State University. Legislation passed as of January 19, 2012:

- a. Bills Passed-
  - i. Bill #4101 – Student Funding Board Bylaws
  - ii. Bill #4102 – Redefining Elections Manager Restrictions

- iii. Bill #4103 – Clarifying the 10.5% Payroll Cap
  - iv. Bill #4104 – 2011-2012 Cabinet Sustainability Department Job Descriptions
  - v. Bill #4105 – Revision of the 2011-2012 ASCSU Student Funding Board Bylaws
  - vi. Bill #4106 – AISES-Native American Month Program Allocation
  - vii. Bill #4107 – 2011-2012 Supreme Court Liaison Job Description
  - viii. Bill #4108 – Defining a Ram Leadership Team Member
  - ix. Bill #4109 – Amending the FY12 Long Bill
  - x. Bill #4110 – Requiring Senate Approval of ASCSU Budget Adjustments
  - xi. Bill #4111 – ASCSU Cabinet Assistant Sustainability Coordinator Job Description
  - xii. Bill #4112 – ASCSU Elections Committee Member Job Description
  - xiii. Bill #4113 – Updating ASCSU’s Non-Discrimination Policy
  - xiv. Bill #4114 – Updating Definition of Campaigning
- b. Resolutions Passed-
- i. Resolution #4101 – Senate Bylaws
  - ii. Resolution #4102 – “Get Your Green On” Campaign Endorsement
  - iii. Resolution #4103 – Amending the Deadlines for Legislation and Guest Speakers
  - iv. Resolution #4104 – Commending Brad Bohlander’s Service to CSU

## **H. STUDENT FUNDING BOARD**

### *I. STUDENT FUNDING BOARD ALLOCATES MORE THAN \$110,000 TO STUDENT ORGANIZATION EVENTS*

#### *II.*

As of January 19, the Student Funding Board has granted 39 applications to 27 registered student organizations totaling \$114,480.37. More than \$147,000 remains for student organizations to apply for funding for their on-campus events and activities through the remainder of the academic year. More information regarding the Student Funding Board may be found at [sfb.colostate.edu](http://sfb.colostate.edu).

Student Funding Board acts as a grant process for Student Organizations to request funding for programs and events they want to host at Colorado State University. The total funds allocated to the Student Funding Board is \$256,000, and is allocated on a first-come, first-served basis. The Board is comprised of a Chair (ASCSU Director of Finance), and 10 voting members, 6 of which are from ASCSU, 4 at-large from the University.

## **I. STUDENT SERVICES**

### *I. ANNUAL FOR-EVER-GREEN TRADITION BEGINS ACCEPTING DESIGN SUBMISSIONS*

The For-Ever-Green tradition, established in 2003 by the Associated Students of Colorado State University, is a campus-wide collaborative effort. The name "For-Ever-Green" represents the enduring evergreens of Colorado. As a cherished symbol of school spirit, the back of the shirt will display the fight song while the front will have a unique design each year. The For-Ever-Green tradition shall unite all CSU Rams into a solid grove of green, enabling fans to learn and sing the CSU Fight Song. It shall provide an opportunity for students, alumni, and supporters to show their ram pride joining together at "Green Out" events.

Each year, students have the opportunity to submit their own designs for the next year's For-Ever-Green t-shirts. The final design is decided on by Referenda of all students on campus.

ASCSU is currently accepting design submissions from students for the 2012-2013 For-Ever-Green t-shirt design. Submissions are reviewed by a committee of student and staff representation, narrowing the list of designs to three. The three final designs are sent to a vote of the student body during the General Election in April, deciding which design will be used for next year's t-shirt.

## **J. SUPREME COURT**

### *I. ASCSU CONTINUES TO COORDINATE ALL-UNIVERSITY HEARING BOARD*

The ASCSU Supreme Court experienced many new changes both to the Court and to the All University Hearing Board. Midway through the semester, the ASCSU Supreme Court Liaison position was created. The Supreme Court Liaison works in conjunction with the Court, the other branches of ASCSU, media outlets such as the Collegian, and offices such as Student Legal Services to educate others about the functions of the Court and AUHB. Justices held weekly office hours, participated in ASCSU sponsored events, sat on pre-admission and hearing appeal committees, attended several trainings, and were members of outside committees throughout campus. The All University Hearing Board was also very active during the semester, hearing several cases and participating in trainings and retreats. The AUHB is composed of the six Supreme Court Associate Justices plus four Greek members and is chaired by the Chief Justice. The AUHB generally conducts business in a three step process: pre-hearing preparation, hearing with the organization, and post-hearing deliberation. Guest speakers provided resources and insight to many of the meetings. The AUHB will be welcoming two newly-elected Greek members to the Board this semester.

## **K. TUITION TASK FORCE**

### *I. ASCSU COORDINATES 'TUITION TASK FORCE'*

ASCSU has charged a group of students from all across campus to review CSU tuition budget proposals and provide the 'student feedback' to the proposed increases. The Tuition Task Force consists of students from many areas around campus, including ASCSU student employees. This group created a presentation that was given to the University's Planning & Budget Hearings on January 25 and 26, presenting the student opinion of budget presentations.

ASCSU leadership has continually cautioned the University that a resident undergraduate tuition increase of 9% is too much to continue to fulfill our access mission as a Land-Grant University. A 9% tuition increase has become the new 'norm' every year, and we caution the University to continue down that road.

In early January, the Tuition Task Force sent out a survey to a random sample of 3,000 students, with 512 responses received.

When asked the question: “If tuition was increased again while you are a student at CSU, what effect would this have on you?” responses were as follows:

66	6.52%	None (tuition already paid for)
214	21.13%	Cutback on other spending
271	26.75%	Seek more financial aid
250	24.68%	Work more hours
109	10.76%	Transfer to another school
103	10.17%	Drop out/Unable to afford increase

Respectfully Submitted,

Eric Berlinberg, President  
Associated Students of Colorado State University

The Associated Students of Colorado State University (ASCSU) is the student government at Colorado State University, Fort Collins. As the voice of the students, we represent more than 26,000 individuals in every College, major and program on campus. Consisting of three branches, ASCSU is home to more than 100 student employees and representatives, working to create positive change at CSU. The Executive Branch of ASCSU includes the President, Vice President, and their cabinet of 13 departments and over 60 student employees. We receive a little less than \$2.0 million in student fees annually, oversee the allocation of over \$40 million in student fees to fee funded areas on campus, manage and operate the nation’s second largest safe ride program, RamRide, provide a multitude of advocacy related efforts across campus, we serve as representatives on dozens of committees across all divisions on campus, employ a full time lobbyist at the State Capitol, and host the representative body of the students, the ASCSU Senate. Our Judicial branch runs the All University Hearing Board (AUHB), which acts as the panel when student organizations, or Greek Life has a disciplinary conduct hearing, conducts pre-admit hearings to the University, and acts as the Supreme Court for the ASCSU Constitution. Our voice as ASCSU extends beyond our University as well. We work closely with City Council, the City Manager’s Office, the Mayor’s Office, the Statehouse, various agencies in Fort Collins, and community non-profits.

Section

5

System Reports

**CSU System’s Strategic Plan – Year Two  
February 2012 – CSU System Report**

Strategic Plan: Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>			
<b>Ensuring Student Success and Satisfaction</b>	The Colorado State University System will enable and empower its institutions to improve the success and satisfaction of students through initiatives, collaborations and accountability measures that add value for students.	<p>Through initiatives and collaborations, the CSU System will support each of its institutions to be above peer averages, be in the top quartile of its peers in at least three of the following categories and to close the achievement gap among student demographic groups.</p> <p>These initiatives will include a focus on:</p> <ul style="list-style-type: none"> <li>• Increased student retention and persistence to a degree</li> <li>• Increasing graduation rates</li> <li>• Development of critical thinking skills and disciplinary knowledge</li> <li>• Increased student engagement and satisfaction</li> <li>• Post graduate success</li> <li>• Reasonable student debt load</li> </ul>	<p>CSU System staff participating in a statewide effort to develop a Postsecondary and Workforce Readiness Assessment System resulting in an endorsed diploma for high school seniors entering higher education in the Fall of 2013.</p> <p><b>At February BOG meeting, CSU System will provide an update on legislative/policy developments.</b></p>



**CSU System’s Strategic Plan – Year Two  
February 2012 – CSU System Report**

Strategic Plan: Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
<b>GOAL TWO: FINANCIAL SUSTAINABILITY</b>			
<p><b>Examine new and existing financial models to expand revenue sources and seek operational efficienciesw</b></p>	<p>The Colorado State University System will provide financial sustainability on behalf of its institutions through two approaches: thoughtful re-examination of the existing financial model and experiments to discover a new financial model.</p> <p>These initiatives will include a focus on: Revenues exceeding expenses by 3% by 2015 on the CSU System consolidated financial statement for reinvestment in strategic priorities.</p>	<p>Participate in forums with policy makers and elected officials to educate and inform them of the economic contributions of the CSU System versus their cost/investment in the system</p>	<p>Ongoing meetings with legislators and JBC members on CSU System’s priorities, potential legislation and strategic interest.</p> <p>Chancellor and CSU System staff participating in DHE Master Plan development. Board Chair and Chancellor participated in Statewide discussion on the development of a strategic plan for Colorado Higher Education and performance contract development.</p> <p><b>CSU System staff is beginning negotiations with DHE regarding future funding formula to preserve and protect the CSU System’s percentage share of state funding including FY 2014 funding.</b></p> <p><b>The CSU System worked to maintain funding levels in state financial aid for CSU System campuses.</b></p> <p><b>CSU System staff is working on trying to have the Joint Budget Committee restore \$11m of the \$30m funding reduction slated for FY 2013.</b></p>

**CSU System’s Strategic Plan – Year Two  
February 2012 – CSU System Report**

<b>Strategic Plan: Action Steps, Metrics and Status</b>			
<b>Goals and Objectives</b>	<b>Actions</b>	<b>Metric</b>	<b>Status (updates in bold)</b>
<b>GOAL THREE: EXPAND STATEWIDE PRESENCE</b>			
<p><b>Increase the percentage of students who participate in higher education</b></p> <p><b>Increase the proportion of students who choose to enroll in one or more of the CSU System institutions</b></p>	<p>The Colorado State University System will expand its statewide presence by significantly increasing the number and impact of mutually beneficial formal partnerships with communities in Colorado.</p>	<p>Number and impact of mutually beneficial formal partnerships with communities in Colorado</p>	<p>Continue to work with and engage the Hispanic Chamber Board to reach out to Hispanic youths and families about access to college with the intent of increasing minority enrollment. Also engaging College in Colorado in discussions with the Chamber and resources within CSU admissions.</p> <p>Continuing cross campus diversity initiatives: Boys and Girls Club scholarships.</p>

**CSU System’s Strategic Plan – Year Two  
February 2012 – CSU System Report**

Strategic Plan: Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status ( <b>updates in bold</b> )
<b>GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>			
<b>Building a Stronger Colorado</b>	The Colorado State University System will transform Colorado’s future through knowledge, research and discovery as well as innovative and collaborative community development initiatives in every county.	<p>Focus on targeted and measurable job creation, growth and retention</p> <p>Increase the number of applied research activities impacting the quality of life for Coloradans in specific areas of expertise</p> <p>Increase the number of tech transfer and business incubator agreements</p> <p>Increase the pipeline of STEM students from K-12 into a CSU System institution, with a special emphasis on first-generation college students</p>	<b>Past CSU System Chancellor still working with business groups to devise and plan for possible new revenues to help support higher education in this state.</b>

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Increase retention rates and persistence to degree</b>	Build on the success of the First-Year Center.  A First-Year Center provides advisors and all the services targeted to freshmen and retention.	Increase first-time, full-time freshmen retention by 2% each year	Fall 2009 to Fall 2010: 63.6% Fall 2010 to Fall 2011 census: 65.5%  Started a pilot program for retaining window students called Preparing Academically Successful Students – PASS for 193 students FA11.	Fall 2011 – 68% retention
	Develop and implement five residential academic communities by Fall 2012 – <b>Goal met</b>	Residential learning communities will have year-to-year freshmen retention rates at least 5% higher than their non-community, residential freshmen peers – <b>Goal being analyzed in 2011-2012</b>	Fall 2011: Eight residential learning communities established including Honors.  <b>Fall 2010 to Fall 2011 retention rate for first year students living in residential learning communities was 72.4%.</b>	
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Increase retention rates and persistence to degree</b>	Continue to encourage and increase the number of freshmen living in university housing through housing programmatic outcomes and intervention.	Freshmen living in university housing will have year-to-year retention at least 5% higher than their non-resident freshmen peers by Fall 2012	Fall 2010 to Fall 2011 (census) housing retention Residential: 62% (Belmont Resident Hall 59%, Crestone Resident Hall 73%) Non-Residential: 70%	

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Increase retention rates and persistence to degree</b>	Continue the development and promotion of the new General Education Tutoring Center to include on-demand tutoring for core courses and high enrollment specialized courses.	Increase student performance in general education courses as measured by the Critical Thinking Assessment Test (CAT) and the Proficiency Profile; increase student satisfaction in general education courses as measured by National Survey of Student Engagement (NSSE).	CAT administered in Fall 2009, CSU-Pueblo students scored (17 on a 40-point scale) close to the average for all students taking the CAT (17.5).  FY12: See also Goal Two: Learning Increases for more on the CAT, NSSE.	
	Supplemental instruction for high-risk courses.	Decrease the failure/ withdrawal (DFW) rate in high-risk courses from 43.9% to 35%	Established baseline as Fall 2009: High Risk courses are those courses enrolling 20 or more students and having a DFW rate of 33% or higher: 150 sections met these criteria and had an average DFW rate of 43.9%. Spring 2011: about 29% lower-level courses (N>=20) were identified with 33+% DFW rates, and an average DFW rate of 44%.  Fall 2011: Added 3 new supplemental instruction courses (Math 098, 099, Psy 100) and expanded tutoring offerings.	

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Increase graduation rates</b>	Continue to promote four-year graduation incentive program to all entering freshmen, resident students.	Increase four- year graduation rate from 16% to 23%, five-year graduation rate from 23% to 30% and six-year graduation rate from 32% to 38%	Fall 2011 Census (not including summer degrees) Preliminary rates: 4-year: 18% (cohort 2007) 5-year: 26% (cohort 2006) 6-year: 31% (cohort 2005)	Fall 2011 - 4-year: 23% 5-year: 30% 6-year: 38%
<b>Learning increases (critical thinking skills and disciplinary knowledge)</b>	Administer the CAT, National Survey of Student Engagement (NSSE) in four-year cycles to measure progress and coordinate with faculty to address identified areas of concern.	Achieve the national mean on the Critical Thinking Skills Assessment Test (CAT)	FY 2011: the CAT (2009) and the NSSE (2010) each have been administered at CSU-Pueblo. The 2011-2012 academic year was identified as the year to report results, as they relate to the general education student learning outcomes, to faculty.  In 2009, the CAT was administered to 117 juniors and Seniors – to be administered every 4 years.	
	Begin to administer the Motivational Appraisal of Personal Potential (MAPP) test to first year students in August 2010 and to seniors in April 2011. With the test results, address identified areas and progress with faculty.	Achieve an "as expected" performance level on the MAPP test by Spring 2011	FY11: 398 students were tested (approximately half freshmen and half seniors). Preliminary results indicate that CSU-Pueblo students perform at or near the national averages on the Proficiency Profile. In addition, a locally-developed essay was administered to freshmen and seniors. The essays were evaluated by a group of faculty in January 2012; results will be reported to the campus via a series of planned faculty workshops.	

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
			<p>Both measures will help faculty identify appropriate goals for student performance and then develop strategies to improve it.</p> <p>Results of the PP test were discussed during an open campus forum in October 2011. Faculty identified and discussed gaps in student performance on general education outcomes and the General Education Board will use them as the basis for the 2012-2013 professional development series. A full report may be found on the Assessment website:</p> <p><a href="http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx">http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx</a></p>	
<b>Increased student engagement and satisfaction</b>	All student affairs programs will begin measuring and mapping student learning outcomes from out-of-class activities.	Increase the number of students participating in extra-curricular activities and campus events by 5%	<p>Summer 2011: Student Affairs-adopted strategic guiding statements (Mission/Values/Goals) and is in the process of developing assessment plans and outcomes (program and learning outcomes). It has also contracted with the national assessment consultants, StudentVoice.com, and will be incorporate their assessment platform in our work.</p> <p>FY 2011: 21,907 at 207 events</p>	

**CSU System's Strategic Plan – Year Two**  
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Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>Post graduate success</b>	Increase participation in relevant internships that give students valuable pre-employment experience.	Increase the number of students engaged in a practicum or internship.	Baseline Data for FY10: 306 students registered for internship and field experience credit through the University Career Center.  FY11: 380 students. This does not include students who are engaged in Nursing or Teaching practica, non-credit internships, field experiences, or other required off-campus program experiences. We are developing a tracking mechanism internally for FY12.	
	Increase on-campus recruiting by other graduate institutions.	Increase number of successful graduate recruiting activities on campus.	FY12: Inviting non-competing graduate programs to campus for a Fall Graduate School Fair (September 13, 2012).	
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Reduce student-related debt load</b>	Increase financial literacy counseling for all incoming students.	Offer financial literacy courses to help students better understand the ramifications of debt.	Spring 2011: Opened two sections of University Studies courses on financial literacy in Spring 2011; nearly 50 students enrolled. Two sections offered for Spring 2012.  Course evaluations for Spring 2011 indicated strong agreement that the instructor was effective and the material relevant. Financial literacy will be incorporated into US 101 courses as well.	



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Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
	Reduce the amount of student-related debt incurred by each student.	Reduce the percentage of students graduating with debt from 75% to the state-wide average for four-year colleges and universities, currently at 68.6%	Baseline Data FY09: \$21,855 FY10: \$21,955  The state's average student debt-load for undergraduate students is \$22,084.  Average percentage of undergraduate students graduating with debt in Colorado is 65%.	
		Decrease the debt load at a rate of 1% per year	FY11 Debt Load: \$19,717 FY11 % Graduating with Debt: 65%	
GOAL TWO: FINANCIAL SUSTAINABILITY				
<b>Examine new and existing financial models to expand revenue sources and seek operational efficiencies</b>	Implement effective tuition and fee models that maintain access, raise revenues, are equitable, and are sensible for CSU-Pueblo's market.	Maintain a base undergraduate tuition rate that is consistent with our access mission.	FY12 Tuition rates: \$4,592, ranked 10 <sup>th</sup> of the 12 public 4-yr institutions in Colorado.	
		Increase unrestricted reserves (adjusted for compensated absences) by 2% annually for 10 years with goal of achieving \$15M unrestricted reserves	FY11 financial statements (preliminary unaudited) indicate the unrestricted reserves were \$15.3 million, which is an 11.7% increase over the FY10 reserve balance. When adjusted for compensated absences, the unrestricted reserves increased 11% over the prior year to \$16.4 million.	

**CSU System's Strategic Plan – Year Two**  
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Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL TWO: FINANCIAL SUSTAINABILITY</b>				
<p><b>Examine new and existing financial models to expand revenue sources and seek operational efficiencies</b></p>	<p>Implement effective tuition and fee models that maintain access, raise revenues, are equitable, and are sensible for CSU-Pueblo's market.</p>	<p>Annually budget an increase in non-mandatory Education and General expenditures of at least 25% of budgeted increase in Education and General revenues</p>	<p>The FY12 E &amp; G budget submitted to the Board for approval in June 2011 included funding for non-mandatory E &amp; G expenditures equal to 33% of the FY 12 budgeted increase in E &amp; G revenues.</p> <p>The university has budgeted \$1.391M in new revenue resulting from a tuition rate increase of 12.9% for Resident, Undergraduates and an expected enrollment growth of 1.5%. These amounts were budgeted as follows: \$869k for mandatory cost increases (COP payments, Legal, Promotions, Utilities etc) with \$1.05M in reductions to institutional areas and \$1.72M being directed toward academic support, support, financial aid and instructional areas. So with the institutional reductions covering the increases in mandatory costs, all of the budget increase for FY 2011-12 is going toward program enhancements and initiatives (non mandatory education and general expenditures).</p>	<p><b>Increase to functional areas of Instruction and Academic Support by 3% of total E&amp;G expenditures.</b></p> <p><b>FY11 Baseline: 58%</b></p>

**CSU System's Strategic Plan – Year Two**  
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Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>Examine new and existing financial models to expand revenue sources and seek operational efficiencies</b>	Maintain Education and General (E&G) expenditures per FTE as reported in the CCHE Budget Data Book at or below the mean for all other Colorado universities.	Increase education and general reserves (adjusted for compensated absences) by 1% annually for five years with goal of achieving and maintaining a reserve equal to 1.5% of total Education and General budget	FY11 financial statements (preliminary unaudited) indicate that the E & G unrestricted reserves (net assets adjusted for compensated absences and mandated roll-forwards) increased 13% over the prior year and is 6.2% of the FY12 E & G budget, primarily because of the deliberate creation of a contingency reserve to address future funding reductions. Current levels are as follows:  FY10: \$13.7M (\$16.4M adjusted for comp absences)  FY11: \$15.3M (14.8M adjusted for comp absences)	
		CCHE undergraduate Cost Study ratio of Education & General budget per FTE at average of peers	Baseline FY11: \$9,506.04  General budget per FTE for FY12: \$9,410.04 Peer data not yet available – Spring 2012.	
GOAL TWO: FINANCIAL SUSTAINABILITY				
<b>Examine new and existing financial models to expand revenue sources and seek operational efficiencies</b>	Utilize online and hybrid instructional methodologies to reduce instruction costs and demand for physical instructional space.	Increase to 10 such courses for Fall 2011 and 5 additional each year for the next 3 years	FY12: A total of 11 online and 29 hybrid courses have been created including 9 online Education and 7 hybrid education courses. There are 2 online nursing and 22 hybrid nursing courses.	

**CSU System's Strategic Plan – Year Two**  
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Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
	Identify opportunities for cost efficiencies in providing infrastructure services, e.g. utilities.	Participation in shared services arrangements with CSU and CU campuses	Ongoing review.	
	Seek increased grant opportunities by working in partnership with the Southern Colorado Higher Education Consortium.	Increase grant revenue received above FY09 level  Baseline (FY09): \$1.2M (28 awards)	FY 11: received \$6.866M in awarded grants. (27 awards)  FY 10: \$3.2M (28 awards)	FY10 Baseline: \$3.2M

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL THREE: EXPAND STATEWIDE PRESENCE</b>				
<b>Increase the percentage of students who participate in higher education</b>	Expand the University's recognition and influence beyond its current base in southern Colorado through increased partnerships and broadening the makeup of our student body.	Increase the number and percentage of students enrolling from areas of the state other than southern Colorado (without a corresponding decrease in the number of students from CSU Pueblo's immediate service area), keeping incoming new student population from counties outside of southern Colorado at more than 50% of the total of all new incoming freshmen	Fall 2011 Renewed MOU with DSF for third year. Hired a Veterans Benefits Coordinator to continue working with Colorado Springs area high schools and other high military population schools to recruit students.  Fall 2011 Census new freshmen: <ul style="list-style-type: none"> <li>• Southern Colorado: 62% (60% - Fall 2010C)</li> <li>• Other In-state: 23% (27% - Fall 2010C)</li> <li>• Out-of-state: 13% (12% - Fall 2010C)</li> <li>• International: 2% (1% - Fall 2010C)</li> </ul>	
		Increase enrollment to 5,500 headcount by Fall 2012	Fall 2010: 5152 Fall 2011: 5232	

**CSU System’s Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps, Metrics and Status – 5- Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL THREE: EXPAND STATEWIDE PRESENCE</b>				
<b>Increase the proportion of students who choose to enroll in one or more of the CSU System institutions</b>	Maintain accurate and up-to-date transfer agreements with all Colorado community colleges for at least one concentration in all disciplines for which community colleges have the appropriate lower division coursework. Increase the number of transfer students from Colorado community colleges by 5%, with greater participation from community colleges located in the southern and eastern portion of Colorado.	Increase the number of transfer students from Colorado community colleges by 5%, with greater participation from community colleges located in the southern and eastern portion of Colorado	Fall 2011 transfer applications are at the same level as last year. We expect this to improve over the Spring and Summer.  Fall 2010 census Total transfer applied: 714 Total transfer enrolled: 472 Resident, Transfer enrolled: 370  Fall 2011 census Total transfer applied: 651 Total transfer enrolled: 445 Resident, Transfer enrolled: 372	
<b>GOAL THREE: EXPAND STATEWIDE PRESENCE</b>				
<b>Increase the proportion of students who choose to enroll in one or more of the CSU System institutions</b>		Maintain accurate and up-to-date transfer agreements with all Pueblo County community colleges for at	Fall 2011 recruiting Plan includes targeted recruiting at community colleges and new transfer coordinator hired. New investments in local and regional advertising focus on high-ability high school	

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps, Metrics and Status – 5- Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
		least one concentration in all disciplines for which community colleges have the appropriate lower division coursework	students, growth in the Honors Program, and a focus on access and affordability (Commitment to Colorado).  Honors Program Updates: 24 incoming students with an average HS GPA = 4.13; ACT = 28.	
GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO				
<b>Targeted and measurable job creation, growth, and retention</b>	Work with Pueblo Education Consortium (PEC) to improve workforce readiness by increasing participation in relevant internships, encouraging promising students to pursue post-graduate educational opportunities, and increasing on-campus recruiting by other graduate institutions.	Increase 2012 graduates' full-time employment or admission to a graduate/professional program by 5% by 2012 and 10% by 2015, using the 2010 Graduation Survey to establish a baseline	The 2011 graduation survey showed that 26% were employed full-time, and 13% had been accepted to graduate/professional schools.	

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Report – CSU-Pueblo**

Strategic Plan: Action Steps, Metrics and Status – 5- Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
<b>GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>				
<b>Increase the pipeline of STEM (Science, Technology, Engineering, Math) students from K-12 into a CSU System institution, with a special emphasis on first-generation college students</b>	Increase the accessibility and success for first generation students by working with the schools to improve the pipeline and through improving retention and persistence of those students once they have enrolled.	Enroll a percentage of first-generation entering freshman equal to or better than that of our peers	New freshmen increased in all STEM programs: Fall 2010 Census: 226 Fall 2011 Census: 295 (+30.5%)	
		Maintain a first-generation freshman-to-sophomore retention rate equal to the overall student freshman-to-sophomore retention rate	We have just begun collecting data on first-generation students at orientation and registration for fall semester so we will have a reliable way of identifying such students and tracking their progress.	



**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>			
Increase retention rates and persistence to degree	Create processes for promoting student retention.	Attain 75% first-term to third-term retention.	Attained first-term to third-term retention of 87% for spring 2011 (first-time, first term students).
	Implement a comprehensive program for intervention.	Retain 70% of students placed in the intervention program.	Total students on academic probation at less than 1% of total student population (decreased from approximately 2% in fall 2010).
Increase graduation rates	Improve and maintain student success processes to facilitate above-average industry graduation rates.	Achieve a graduation rate above the average for the CSU-Global peer group and an average rating of 3.0 out of 4.0 on the post graduation survey relating to professional advancement.	<p>Final Comparison Group was approved by the BOG in December.</p> <p>Total Spring 2011 Graduates: 246            Bachelor: 160            Masters: 86</p> <p>Total Fall 2011 Graduates: 266            Bachelor: 175            Masters: 91</p> <p>The 2011 alumni survey average for professional advancement was 3.4 out of 4.0 with a rating of 4 being "Excellent."</p>

**CSU System’s Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>			
Learning increases (critical thinking skills and disciplinary knowledge)	Ensure student academic success.	80% of students meet expectation on program learning outcomes and CSU-GC Learner Outcomes; create a baseline for the “ETS” (Educational Testing Service) Proficiency Profile data and show statistically significant growth in student cohort achievement data.	In 2011-2012, incoming CSU-Global undergraduate students scored above average on 4 of the 8 categories on the ETS Proficiency Profile. Out of a possible 500 points, CSU-Global students earned an overall average score of 443.75.  FY11 data reflected 71% of CSU-GC students met the program learning outcomes for their degree programs. Learning outcomes were at an 85% level of achievement or greater
Increased student engagement and satisfaction	Develop a continuous improvement process for enhancing customer service.	Maintain ratings above the national comparison mean on the Noel-Levitz Priorities Survey for Online Learners on the Academic Services Scale.	Currently at or above the national comparison group mean on 21 out of 25 indicators of the Noel-Levitz satisfaction survey conducted July 2011. Academic Services scale is above the national comparison mean, meeting our metric.  Student satisfaction is continually monitored through student surveys at the end of every term, and the 2x annual Noel Levitz survey and focus groups. Monthly meetings identify areas for improvement and the progress made on previous efforts.

**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>			
Post graduate success	Develop career-planning tools that promote student professional advancement by linking industry demand with degree knowledge and that support adult learners transitioning to new or higher-level workplace positions.	<p>Increase graduate job opportunities with employer partners by 5%.</p> <p>Maintain ratings above the national comparison mean on the Noel-Levitz Priorities Survey for Online Learners for career services.</p>	<p>An online career center has information specific to adult learners. Partners continue to provide internships and job opportunities to CSU-Global learners posted in the Center.</p> <p>Career services indicator had a significant increase in student satisfaction from July 2010 to Jan 2010 on the Noel-Levitz satisfaction survey conducted in Jan 2011. Still below the national mean.</p> <p>An enhanced career center was launched on Sept. 15, 2011 with increased resources, materials, and interactive training. Center is managed by the student advising team with a current investment of \$140,000 for staff time and technology overhead.</p>
Post graduate success	Utilize strategic relationships with partners to offer employment opportunities to our students.	Achieve an average rating of 3.0 out of 4.0 on graduate and alumni survey items relating to professional advancement.	The 2011 alumni survey average for professional advancement was 3.4 out of 4.0 with a rating of 4 being Excellent.

**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>			
Reduce student-related debt load	Define guidelines for maintaining realistic student loan debt to income ratios for all programs/careers and ensure that students fall within the guidelines.	Achieve an average student debt-to-income ratio below the average for peers.	Current graduate debt is calculated by program, Financial Aid is working to develop known pathways for grads that can be used to calculate income.

**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status														
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>											
<b>GOAL 2: FINANCIAL SUSTAINABILITY</b>														
Examine new and existing financial models to expand revenue sources and seek operational efficiencies.	Strengthen the enrollment management model to sustain positive cash flow growth.	Achieve a minimum of 95% of enrollment projections for each session based on the Strategic Enrollment Plan; attain an 82% overall semester-to-semester retention rate.	<p><b>Fall 10 to Spring 11 retention 91%</b></p> <p><b>Complete fall 2011 data available in February 2012</b></p>											
	Create an innovative model for aligning instructional delivery costs with student learning outcome data.	Develop a ratio of student learning outcomes achievement to instructional delivery costs as a baseline for increasing student achievement relative to cost.	<p>Baseline has been developed using assessment data from spring 2011 and direct instructional cost per student for fiscal year 2010/11. This is a new ratio therefore revisions will be made as the input data are enhanced.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">UG Student</th> <th style="text-align: center;">Grad Student</th> </tr> </thead> <tbody> <tr> <td>Achievement Average on Program Learning Outcomes (Spring 2011)</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>Cost per Student (FY 10/11)*</td> <td style="text-align: center;">422</td> <td style="text-align: center;">422</td> </tr> <tr> <td>Assessment Cost Ratio (higher ratios indicate a more efficient org with higher learning.</td> <td style="text-align: center;">0.21</td> <td style="text-align: center;">0.22</td> </tr> </tbody> </table> <p>*Not broken out by undergraduate or graduate</p> <p>Next Steps – Continue to enhance both the assessment data and instructional input data to monitor the learning to cost ration.</p>		UG Student	Grad Student	Achievement Average on Program Learning Outcomes (Spring 2011)	89%	92%	Cost per Student (FY 10/11)*	422	422	Assessment Cost Ratio (higher ratios indicate a more efficient org with higher learning.	0.21
	UG Student	Grad Student												
Achievement Average on Program Learning Outcomes (Spring 2011)	89%	92%												
Cost per Student (FY 10/11)*	422	422												
Assessment Cost Ratio (higher ratios indicate a more efficient org with higher learning.	0.21	0.22												

**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL 3: EXPAND STATEWIDE PRESENCE</b>			
Increase the percentage of students who participate in higher education	Develop strategic relationships with business, government, and military partners to increase enrollment and bring about outreach for community benefit.	Ensure that a minimum of 60% of the student base forecasted in the February 2010 BOG report is derived from business, government, and military sectors.	<p>Received approval to be a member of Service members Opportunity Colleges (SOC) list, a U.S. Military &amp; Veterans list of approved universities of their members.</p> <p>Held the first annual Advisory Council Luncheon which included councils of industry leaders in areas of Leadership &amp; Management, Teaching &amp; Learning, Public management, Healthcare Administration, Criminal Justice, Communication, Technology, Accounting &amp; Finance.</p>
	Maintain and enhance a process to attract Colorado students needing to complete an undergraduate degree.	Revised metric: 50% of new undergraduate enrollment will include students who have previously studied at a Colorado public 2 year institution.	<p><b>355 out of 1,011 (35%) new undergraduate students enrolled in Fall 2011 transferred credit from a Colorado community college.</b></p> <p><b>Fall 2011 Enrollment:</b>  <b>78% of students are Colorado residents.</b></p>

**CSU System’s Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL 3: EXPAND STATEWIDE PRESENCE</b>			
Increase the percentage of students who participate in higher education	Maintain and enhance policies and processes that promote a diverse student body.	Increase enrollment of underrepresented students, including African Americans, Asian Americans, Latinos, and Native American/Pacific Islanders, to 25% from the Spring 2010 baseline of 20%.	<p>A strategic plan has been developed to enhance faculty diversity and for the creation of a diversity initiatives committee to address student engagement &amp; retention.</p> <p><b>Fall 2011 Ethnicity:</b>  <b>21% of students reported to be non-white or multi-racial</b></p> <p>28.4% of respondents indicated that they were <i>first-generation</i> students (July 2011 Noel-Levitz), up from 26.3% in January.</p>
Increase the proportion of students who choose to enroll in one or more of the CSU System institutions	Develop processes and resources to ensure degree completion through effective transitions between community colleges and Global.	Establish approved A.A.S. articulation agreements with 50% of the Colorado community colleges; develop a baseline for annual transfer student count.	<p>Selected by the Colorado Community College System to participate in its system-wide program wherein students can select CSU-Global to complete their bachelor degrees. The program will provide CSU-Global with the opportunity for early outreach and a smooth transfer of students’ and within 15 credit hours or one year prior to graduation CSU-Global will provide students with the opportunity to lock-in their tuition rate.</p> <p>Expanded the Commitment to Colorado to provide Colorado students who have one academic year or 15 credit hours before completing their associate’s degree from a public Colorado community college, the ability to lock in their CSU-Global tuition rate and meet with a CSU-Global Student Advisor.</p>

**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
			<p><b>Signed an MOU with the Colorado Community College system that provides CSU-Global with the opportunity to develop AAS/AGS to BS articulations directly with CCCS institutions.</b></p> <p><b>Signed an MOU with the Colorado State Patrol to provide degree completion opportunities for troopers across the state.</b></p>



**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL 4: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>			
Targeted and measurable job creation, growth, and retention	Develop market-critical programs and specializations that are aligned to national and professional standards.	Ensure that 100% of new programs developed will have documented market need and that 100% of new programs will be linked to national or professional standards when applicable.	<b>HLC site visit to approve the seven new degree programs approved by the BOG in December 2010 is scheduled for January 23<sup>rd</sup> &amp; 24<sup>th</sup>.</b>
Increase the pipeline of STEM (Science, Technology, Engineering, Math) students from K-12 into a CSU System institution, with a special emphasis on first-generation college students	Develop partnerships with Colorado schools to support strategic staff development in areas of critical need, including English Language Learning, math and science education, and instructional technology.	Increase enrollment of K-12 educators in areas of critical need by 5%.	We are continuing our relationship with Colorado school districts to provide ELL training to teachers. A new cohort was started in September with another cohort in January.

**CSU System's Strategic Plan – Year Two**  
**February 2012 Campus Reports – CSU-Global Campus**

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status <b>(updates in bold)</b>
<b>GOAL 4: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>			
Increase the pipeline of STEM (Science, Technology, Engineering, Math) students from K-12 into a CSU System institution, with a special emphasis on first-generation college students			The new BS in Information Technology provides adult learners and first generation college students with an opportunity to develop skills in computer programming, database management, and networking.

**CSU System's Strategic Plan – Year Two**  
**February 2012 – Campus Reports – CSU in Fort Collins**

Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status ( <b>updates in bold</b> )	Stretch Goals
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Increase retention rates and persistence to degree</b>	Fund and implement a student success plan including academic support coordinators, supplemental instruction initiatives for core courses and expanding living/learning communities to increase satisfaction and engagement in early years.	Increase freshman-sophomore retention rate from 82.5% to 85.0%; Continuous improvement in freshman satisfaction rates	Freshman-Sophomore Retention Rates: (Note: In the past, this retention study has included both full-time and part-time students in the analysis cohorts. To be consistent with state and federal reporting methodology, the cohorts were adjusted to include only full-time students defined as those enrolled in 12 or more credits in their entering term.) The numbers using the new methodology (old numbers in parentheses): FA06 to FA07: 82.5% (81.5%) FA07 to FA08: 82.8% (81.7%) FA08 to FA09: 83.6% (82.5%) FA09 to FA10: 84.6% FA10 to FA11: 83.5% At 84.6%, the one-year retention rate of the FA09 cohort is the highest in the 20 years of data reported in CSU's Freshman Retention Study.  Transfer Student Persistence FA10 to FA11: 85.9%	Retention Rate Fall 2010 - TBD Fall 2011 - 85%
<b>Increase graduation rates</b>	Expand curricular programs via new degree programs and additional co-curricular experiential learning opportunities such as honors, study abroad, research, internships and service learning projects.	Increase new freshman and transfer student graduation rates by 0.5% per year through 2015	Six year graduation rates (Total—Fall '04): 63.1%  Six year graduation rates (first-time freshmen): Fall 2003 cohort: 64.8% Fall 2004 cohort: 64.7% Fall 2005 cohort: 64.6%  Six-year graduation rates (new transfer students): Fall 2003 cohort: 67.7% Fall 2004 cohort: 67.4% Fall 2005 cohort: 68%	Fall 2010 - 68.5% Fall 2011 - 70%

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Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status (updates in bold)	Stretch Goals
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Learning increases (critical thinking skills and disciplinary knowledge)</b>	Increase the size and quality of instructional staff, including tenured/tenure-track faculty, non-tenure-track faculty and graduate teaching assistants.	Score in the top quartile of peer group on the Collegiate Learning Assessment (CLA)	Student faculty ratio (2008-09): 18 to 1 Student-faculty ratio (2009-10): 18 to 1 Student-faculty ratio (2010-11): 18 to 1  % of course sections with fewer than 20 students (FA 10): 34% % of course sections with 50 or more students (FA10): 19%	Fall 2010- 100 new faculty Fall 2011 - 100 new faculty
	Improve and increase learning facilities.	Number and percentage of available “smart” classrooms	<b>94% of general assignment classrooms are technology enabled; 149 smart general assignment classrooms are now operational. This is up from 92% the previous year.</b>	
<b>Increased student engagement and satisfaction</b>	Increase curricular and co-curricular experiential learning opportunities such as honors, study abroad, undergraduate research, academic internships and service learning projects	Increase numbers of students participating in experiential learning opportunities and continuous improvement in the mean score on National Survey of Student Engagement (conducted every 2-3 years)	The Office for Undergraduate Research and Artistry was established in January 2009. The number of students involved in mentored research during the 2008-09 baseline year was 1,936. That number jumped to 2,361 for 2009-2010. In 2010-11, 3,199 undergraduates participated in mentored research—a 65% increase in just two years.  Target Honors enrollment is an additional 350 each year; 360 new students enrolled for fall 2011; total Honors enrollment is 1,415 for fall 2011. <i>Source: TILT/Honors</i>  Total Study Abroad Students: 1,060 (including 413 international field experience participants)	

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Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status ( <b>updates in bold</b> )	Stretch Goals
<b>GOAL ONE: STUDENT SUCCESS AND SATISFACTION</b>				
<b>Post graduate success</b>	Maintain a strong career center; increase relationships with local industries; increase internship and c-op opportunities; prepare students for post-graduate professional exams.	Increase the percentage of graduated students who report at graduation that they are employed or in post-graduate educational programs from 53% to 67% by 2015; <i>Source: Alumni satisfaction surveys</i>	In Spring '11, 63% of CSU graduates indicated at the time of graduation that they were either employed or continuing on to graduate school. This compares to 61% in spring 2010. <i>Source: CSU Career Center</i>	
<b>Reduce student-related debt load</b>	Increase resources available for both need-based and merit-based financial aid to attract and retain students and increase overall access.	Average student debt load for graduates will remain below the average of peers and below the state-wide average for Colorado public colleges and universities	Average baccalaureate graduate student debt load is below national and peer average at \$22,857 (per CCHE). National average student loan debt is \$24,000 (2009). CSU Student loan default rate: 2.0% (peer average: 2.3%) % of total students receiving financial aid: FA10: 74.3% FA09: 73.2% FA08: 69.8% <b>66% of CSU-FC baccalaureate students graduate with loan debt (CCHE). The 2010-11 CCHE Financial Aid Report notes that among the state's 12 public 4-year institutions, CSU-FC graduates have only the 7<sup>th</sup> highest level of student debt at graduation—an indication that CSU is working effectively with students to manage educational costs.</b>	

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Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status ( <b>updates in bold</b> )	Stretch Goals
<b>GOAL TWO: FINANCIAL SUSTAINABILITY</b>				
<b>Examine new and existing financial models to expand revenue sources and seek operational efficiencies</b>	Implement effective tuition, fee and program charge models that maintain access, raise revenues, are equitable, and are sensible for the CSU Fort Collins' market.	1% annual increase in the amount of uncommitted central reserves	3% increase from FY09 to FY10  3% increase from FY10 to FY11 (from \$31,738.845 in FY10 to \$32,691,010 in FY11)  Total CSU Foundation Invested Assets for 2010-11: \$296.9 million	Fall 2010 – Goal of \$425M in invested assets  Fall 2011 - Goal of \$500M in invested assets
		Expand FTE enrollment by an average increase of 2% per year through 2015	UG Res Enrollment: FA09: 17,564 FA10: 18,149 FA11: 18,248 (0.5% Increase over Previous Year)  UG NonRes Enrollment: FA09: 3,640 FA10: 3,804 FA11: 4,052 (6.5% Increase over Previous Year)  Profile index (average) FA09: 114.4 FA10: 114.1 FA11: 115.1	Fall 2010 – UG Enrollment 23,500 NR Enrollment 7,200 Index: 114.4  Fall 2011 – UG enrollment 25,000 NR Enrollment 8,000 Index: 115

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Goals and Objectives	Actions	Metric	Status ( <b>updates in bold</b> )	Stretch Goals
<b>GOAL TWO: FINANCIAL SUSTAINABILITY</b>				
Examine new and existing financial models to expand revenue sources and seek operational efficiencies	Utilize online instructional methodologies when appropriate, efficient and effective.	CCHE Undergraduate Cost Study ratio of Education and General Budget per FTE at average of peers	CCHE study update not yet available.	
<b>GOAL THREE: EXPAND STATEWIDE PRESENCE</b>				
Increase the percentage of students who participate in higher education	Use CSU Extension to actively seek partnerships between CSU Fort Collins and counties, municipalities, schools, small business and other organizations, that will address identified education outreach and engagement needs of Coloradans.	Establish three regional engagement centers by 2015	<b>First regional engagement center opened in Sterling July 2010. At this time, no further engagement centers are in development.</b>	

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	CSU Extension programs will utilize a variety of methodologies to reach new and diverse audiences, including partnering with the Division of Continuing Education to provide on-line educational opportunities, expanding the reach of CSU and CSU Extension to new, underrepresented and diverse audiences.		Fall 2009 Continuing Education enrollments: 1,436 Fall 2010 Continuing Education enrollments: 1,831 Fall 2011 Continuing Education enrollments: 2,058	
<b>GOAL THREE: EXPAND STATEWIDE PRESENCE</b>				
<b>Increase the proportion of students who choose to enroll in one or more of the CSU System institutions</b>	Work through Academic Council, CCHE and DHE with all Colorado Community Colleges to have comprehensive 60 + 60 transfer guides in at least one concentration in all such disciplines.	1,600 new transfer students from Colorado community colleges by FY 2015	FY07: 707 FY08: 652 FY09: 669 <i>Source: CDHE Transfer Summary (includes all 2-year public institutions)</i>  Working toward the completion of a 60+60 transfer guide for <u>every</u> bachelor's degree for which community colleges offer the necessary coursework. (Guide will list courses students need for an AS or AA degree in a specific major to complete a designated bachelor's in 60 credits once transferred to CSU.)	



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	Participate in state-wide articulation agreements as appropriate.	Increase the number of 60+60 articulation agreements in which we participate by three each year through 2015	By 2015, CSU must be involved (by statute) in 15 statewide articulation agreements. We are on target to be involved with 10-11 by the end of this academic year. <i>Source: Office of the Provost</i>	
	Increase both need-based and merit-based aid for new Colorado resident freshmen.	Amount of need- and merit-based aid for new Colorado resident freshmen.  Increase budget for financial aid for new Colorado resident freshmen by 2% annually through 2015.	On target at \$21,132, 315.  Launched “Commitment to Colorado” in June 2010 to promote financial aid availability to students at or below state’s median income level. 24% of incoming resident students in FA11 are Pell Grant eligible; 4,000 students this year will receive support from Commitment to Colorado.	

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<b>GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>				
<b>Targeted and measurable job creation, growth, and retention</b>	Review prior surveys and develop feasible strategies to improve satisfaction, value and alignment.	Increase average score on the County Commissioner satisfaction survey scores from 68% to 78% by 2015	<b>2011 County Commissioner satisfaction survey results: 78% (up from 76% in previous year)</b>	
<b>Increase the number of applied research activities impacting the quality of life for Coloradans in specific areas of expertise</b>	Increase private/public partnerships in research and development activities, including support for faculty, instrumentation, facilities, students, technology transfer and Supercluster mechanisms.	10% increase in expenditures annually on research support from public/private partnerships	<p>Annual research expenditures  FY10: \$302.8 million  FY11: \$330.8 million</p> <p>Over the past six years, CSU research spending has increased 24%.CSU ranks second in the nation among public research universities without a medical school. On a per-faculty basis, the NSF study ranks CSU first in federally funded R&amp;D among all public institutions.</p> <p>Total external research proposals submitted in 2010-11: 2,097  Total research awards received in 2010-11: 1,973</p>	<p>Fall 2010 – Research Expenditures \$425M</p> <p>Fall 2011 – Research Expenditures \$500M</p>

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<b>GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>				
<b>Increase the number of technology transfer and business incubator agreements</b>	Maintain robust technology transfer activities to facilitate invention disclosures, patents, licenses, spinoff companies and royalty and other revenues	Annual increase in patents, licenses, start-ups, and license agreements	<p>In FY 2010:            119 invention disclosures            6 new start-ups            41 license agreements            48 technologies licensed to industry            151 patent applications (15 issued)            Licensing income: \$1.13m</p> <p>FY 2011            119 invention disclosures            5 new start-ups            39 license agreements            37 technologies licensed to industry            142 patent applications (15 issued)            Licensing income: \$1.33m</p>	<p>Fall 2010 –            Memberships in National Academy of Sciences: 8</p> <p>Fall 2011 –            Memberships in National Academy of Sciences: 10</p>
<b>Increase the pipeline of STEM (Science, Technology, Engineering, Math) students from K-12 into a CSU System institution, with a special emphasis on first-generation college students</b>	Increase coordination of STEPP and admissions office and Access Center to attract first-generation students specifically to K-12 teaching careers.	5% increase annually through 2015 in the number and percentage of first-generation students at CSU and in the teacher licensure program	<p>CSU produces the highest percentage of STEM teachers in Colorado, according to 2009 data.</p> <p>CSU educates more state residents in the science, technology, engineering, and mathematics disciplines than any other campus in Colorado</p>	

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<b>GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO</b>				
<b>Increase the pipeline of STEM (Science, Technology, Engineering, Math) students from K-12 into a CSU System institution, with a special emphasis on first-generation college students</b>	Enhance teacher-training programs on and off campus especially in the areas of science, mathematics, engineering and technology areas.	At least average of Association of Public Land-grant Universities Science Math Technology Initiative metrics	CSU created a new STEM Center in July 2011 to contribute to the development of Colorado's workforce and engage K-12 students and teachers in STEM.	

Section

6

Presidents' Reports and  
Campus Updates

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

***I. ACADEMIC EXCELLENCE***

**A. CSU – Pueblo to be U.S. Pilot Site for Nursing Simulation Technology**

The Department of Nursing at CSU-Pueblo will become the lone pilot site in the United States for cutting edge simulation equipment produced by an Australian-based company, Mask ED, which uses "Hollywood style" masks to create characters used in nurse education.

Assistant Professor of Nursing JoAnn Crownover was introduced to Mask Ed products during an international simulation leadership training workshop in 2010. Mask ED offers the latest in simulation, including mask, body torso, props, and repair kit, that comes complete with curriculum integration ideas for use by nursing educators during simulation exercises. The philosophy behind the product is the “educator behind the mask” which allows the instructor to give immediate reactions to the students as the exercise is occurring. The male and female character masks and torsos can be worn by instructors both in the classroom and laboratory settings. As a result of Crownover’s efforts, CSU-Pueblo will be the only U.S. institution utilizing the products, joining several schools in Australia, who also are piloting the props.

The pilot project is timely, Crownover said, as the National Collegiate State Boards of Nursing recently commissioned a study to determine how simulation affects students and what amount of simulation in a curriculum is most effective.



## ***II. STUDENT ACCESS AND SUPPORT***

### **A. First Year Programs Semester Update**

First-Year Programs (FYP) has been engaged in numerous activities to ready for the spring semester. First-Year Advisors made numerous calls to secure an 80% fall to spring persistence rate during the first week of classes among returning first-time, freshmen students.

### **B. Student Leadership Workshop**

Emerging Student Leaders participated in the 2012 Student Leadership Experience January 11-13 at Hotel Colorado in Glenwood Springs. The Student Leadership Experience was developed for CSU-Pueblo students to enhance their leadership skills and provide them with an experience that they can take with them after they graduate. The leadership experience is for advanced campus and community leaders as well as emerging leaders.

## ***III. DIVERSITY***

### **A. CSU - Pueblo Earns NEH Grant for Preservation Efforts**

In December, the University Archives and Special Collections was notified that they would receive a \$4,000 Preservation Assistance grant from the National Endowment for the Humanities (NEH) to support an assessment of the artifacts in the Orman Native American Collection and the Ruben Archuleta Collection.

The grant will fund research to explore the current situation of storage and display of objects in the collections and provide recommendations focusing on improvements to storage, including equipment and supplies. It also will support contracting with a conservation assessor to make an on-site survey of the Orman collections and to prepare a written report with recommendations for the proper storage, environmental requirements and monitoring needs, including equipment and professional development needs for the staff.

The Orman Native American Collection, assembled by Colorado Governor James B. Orman and continued by his son, Frederick Orman, was donated to CSU-Pueblo's predecessor institution, Southern Colorado State College, in 1964. The heart of the collection includes approximately 200 pieces of Native American art and artifacts, including Navajo rugs of the pan-reservation style of the early 20th century, pottery pieces representative of a variety of the Pueblo cultures, and a group of Jicarilla and Western Apache baskets ranging in date from approximately 600CE to the 1930s. The estimated time period represented by the bulk of the collection is characterized by radical

changes in Southwestern craft traditions. These changes can be marked through the use of new materials as well as the social, religious, and political contexts affecting the peoples who created the objects.

The Ruben Archuleta Collection consists of rare and out of print books, manuscripts, photographs, artifacts, film and videotape relating to the Penitentes, Native American and Spanish history and culture of the Southwest. The Penitentes, or the Cofradia de Nuestro Padre Jesus Nazareno, was a “confraternity that arose in northern New Mexico and southern Colorado between the late 18th and early 19th centuries. Artifacts include matracas, crosses, whips, and weavings.

NEH grants are selected through a rigorous and highly competitive national review process, which includes peer review as well as deliberation by the National Council on the Humanities and the Office of the Chairman of the NEH.

#### ***IV. IMAGE BUILDING***

##### **A. CSU – Pueblo Earns Two Awards from CASE District VI**

CSU – Pueblo’s Athletics and External Affairs offices earned two Gold awards from District VI of the Council for Advancement and Support of Education (CASE) as part of its 2012 annual conference in Denver, Jan. 8-10. The University earned two of 195 awards that were selected from 582 entries in 14 classifications of excellence submitted by schools in the organization’s eight-state region. Only 74 entries earned Gold designations, 65 Silver, and 56 Bronze. CASE District VI includes advancement professionals (fundraising, alumni, communications) from public and private K-12 and post-secondary schools in Colorado, Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The University competed with schools with enrollment of less than 1,000 to those with more than 25,000 students. Individuals primarily from higher education institutions outside District VI served as judges for the competition.

The CSU-Pueblo Department of Athletics received a Gold Award in the Excellence in Educational Fundraising, Special Constituency Giving category for the success of the ThunderGals fan club. Begun in 2010, the ThunderGals raises funds for athletic scholarships and provides assistance to athletes, coaches, and the athletic department at CSU-Pueblo. In its first year, ThunderGals enrolled 72 members, who contributed \$7,200 to CSU-Pueblo Athletics. Each year, the ThunderGals are invited to four quarterly events, including Gridiron Gals luncheon, a Hoops and Handbags winter sports after-hours social and vendor fair, as well as a women’s only golf outing. The inaugural ThunderGals Open golf tournament attracted 17 teams and raised an additional \$3,000.



The University earned a Gold Award in the Excellence in MultiMedia, Single Web Page for its TWOLF Portal. The TWOLF Portal is the most visited web page on the University's website and a one-stop resource for students. The portal helps reduce the flow of emails by providing an interactive rotating announcement segment on the top of the page. Students can break down the announcements into categories and the custom made eye-catching icons keeps the page visually appealing. Students visiting the TWOLF Portal are provided with a customized weather module with live updates from the University's on-campus weather station. Web-cams offer links to live views taken around campus.

The TWOLF Portal web page contains other vital campus information customized for the students. News and events are broken down into modules fed by RSS feeds with filters to provide students with timely pertinent information. A "Student Spotlight" gains the viewers attention by featuring classmates with special accomplishments. Quick links to other popular web resources are readily available on the page's navigation section as are the University's official social networking website.

#### **B. Music Department Honored**

The Music Department was featured in two capacities at the Colorado Music Educators Conference January 25-28 at the Broadmoor in Colorado Springs. The Wind Ensemble and Concert Choir performed as part of the event on Jan. 25. Artist-in-Residence Brad Eastin was selected to clinic and lead The Colorado Small School All State Jazz Band, where he worked with 17 all-state students selected after a rigorous round of auditions from Class 1-3 High Schools. The High School All-State organizations have been heavily dominated by the northern universities with larger music departments in the past; so this honor is one of the growing number of indications that the CSU-Pueblo Music Department is gaining in statewide recognition and respect.

#### **C. Wristen is National Coach of the Year**

CSU-Pueblo head football coach, John Wristen, was named the Division II National Coach of the Year by *American Football Monthly* magazine, a leading publication for football coaches. Wristen led the ThunderWolves to an 11-0 regular season record and a Rocky Mountain Athletic Conference championship - the first outright conference title in CSU-Pueblo history - as well as a regular-season-ending ranking of number-one in the nation prior to the NCAA Division II Playoffs. CSU-Pueblo would eventually lose to defending national champion, Minnesota-Duluth, in the NCAA Division II Playoffs. Wristen led a program that had been resurrected after discontinuing football in 1984. With the national coach of the year honor, Wristen becomes the first CSU-Pueblo head coach in 50 years to earn national coach of the year honors. In 1961, legendary basketball coach Harry "The Chief" Simmons was named NJCAA coach of the year after leading the then-Pueblo Junior College Indians to the junior college national title.

Previously, Wristen had been named one of five Division II regional coaches of the year by the American Football Coaches' Association as well as Rocky Mountain Athletic Conference Coach of the Year. Wristen was also is one of five finalists for Liberty Mutual Div. II Coach of the Year.

**D. Hughes is National Defensive Coach of Year**

CSU-Pueblo defensive coordinator Hunter Hughes was named the Division II Coordinator of the Year, presented by FootballScoop.com and SpeedTracs. Hughes built one of the premier defenses in Division II football at CSU-Pueblo in only the program's fourth season of sponsoring football. Hughes came to Pueblo after spending time as a defensive assistant at the University of Colorado and the University of Tennessee to start this program from nothing. Hughes has led a defense that showed significant improvement over last season in nearly every major defensive category. This season the ThunderWolves were #4 in rushing defense (90 yards per game), #3 nationally in pass efficiency defense (95.3), #11 in total defense (287 yards per game), and #1 in scoring defense (10 points per game).

**E. Football ranked 9<sup>th</sup> in Final Poll**

CSU-Pueblo was ranked in the Division II top 10 to finish the season for the first time in school history, ranked ninth in the land in the final American Football Coaches' Association poll. Despite losing its second-round playoff game to last season's national champion, Minnesota-Duluth, by a 24-21 score, CSU-Pueblo, which entered the postseason ranked first in the nation, remained in the top 10 in the final poll. CSU-Pueblo ended the season with a final record of 11-1, the best in school history. Since forging the program and joining Division II in 2008, CSU-Pueblo had never finished a season ranked in the season-ending poll.

**F. Football All-Americans**

CSU-Pueblo seniors Kyle Major (Sr., Littleton, Colo.) and Lee Meisner (Sr., Sterling, Colo.) each earned second-team All-American honors by Daktronics. Major, the ThunderWolves' placekicker for four years, owns all CSU-Pueblo scoring records and had a breakout season in 2011, finishing one behind the national lead for field goals made this season. He is the first kicker in ThunderWolf history to garner All-American status. Meisner, who was previously named the Daktronics Super Region 3 Defensive Player of the Year, anchored a CSU-Pueblo defense that led the nation in points allowed per game (9.3 PPG). Meisner also was named an first-team Academic All-American by Capital One and the College Sports Information Directors of America (CoSIDA). Meisner, a senior business management major who carries a 3.91 grade-point-average, becomes the first football athlete since 1983 (Dan DeRose) to earn Academic All-American honors

and the first CSU-Pueblo student-athlete of the 2011-12 school year to earn such distinction.

With two ThunderWolves earning All-American honors, it marks the first time since 1982 that CSU-Pueblo has had more than one All-American in any given season. The 'Beyond Sports Network', a collegiate athlete networking web site, included five ThunderWolves on its year end honor role. The Pack's honorees were headlined by third-team selections, placekicker Kyle Major and defensive end Grant Jansen. The ThunderWolves also boasted three honorable mention selections. Tight end Koby Wittek sophomore cornerback Stephan Dickens and punt returner Josh Sandoval. The fivesome, when included with Daktronics All-American selection Lee Meisner, brings the ThunderWolves' 2011 All-American total to six.

## **V. COMMUNITY ENGAGEMENT**

### **A. CSU – Pueblo, Space Foundation Offer Space Exploration Seminar**

The Office of Student Activities at CSU-Pueblo, along with the Colorado Springs-based Space Foundation, with support from the College of Education, Engineering and Professional Studies and the College of Science and Mathematics, sponsored a free Space Exploration Seminar for CSU-Pueblo students on Jan. 25. The seminar was followed by a lecture by Philip Plait, Ph.D., author of *Bad Astronomy* and *Death from the Skies*. Plait worked with the Hubble Space Telescope, observing exploding stars and helping calibrate one of the cameras onboard. Following his lecture, Plait signed books and hosted a night sky telescope viewing on the Hoag Hall Deck outside the Art/Music Building. The lecture and night sky viewing were free and open to the public.

### **B. Honors Program Announces Spring Seminars**

The Honors Program at CSU-Pueblo will offer a series of seminars this spring focusing on the purpose of our existence as viewed from the perspective of various disciplines. Speakers will examine major research questions driving diverse disciplines and how they define the purpose of human existence and research questions that are important to ask.

The seminars, led by CSU-Pueblo faculty, seek to explain how information can be applied differently by diverse disciplines and to evaluate the effectiveness of methods for observing phenomena. The public is welcome to attend the weekly seminars, which will be held from 3-3:50 p.m. in the Library and Academic Resource Center (LARC) 109.

Spring Honors Seminars will feature: Jan. 30, Elizabeth Samaras and Ann Galloway, Nursing, "Putting the Whole into Holistic: The History, Philosophy, Science and Art of Nursing Practice"; Feb. 6, Jane Fraser, Engineering, "Sustainability"; Feb. 13, Dave

Lehmpuhl, Chemistry, “Global Warming vs. the Ozone Hole: What's the Difference?”; Feb. 20, Lee Ann Martinez, Biology, “Epigenetics”; Feb. 27, Rick Kreminski, Mathematics, “Beauty and Mystery: The Riemann Hypothesis, The #1 Problem in Mathematics”; March 5, Peter Billington, Management, “Can Creativity Be Learned?”; March 12, Ian Brennan, Marketing, “Experimental Design”; March 19, Marc Pratarelli, Psychology, “Psychology and the Evolution of the Human Mind and Behavior”; April 2, Pamela Richmond, Social Work, “Helping Others and Professional Boundaries: A Dichotomy?”; April 9, Juan Morales, English, “Poetry of Witness, Poetics of Self”; April 16, Joel Johnson, Political Science, “Getting Good Government.”

## ***VI. RESOURCE MANAGEMENT***

### **A. Academic Affairs Update**

CSU-Pueblo will soon begin a national search for a permanent Vice President of Finance and Administration and Provost/Vice President for Academic Affairs. Search firms will be utilized to conduct the process.

### **B. Finance and Administration Update**

An independent consultant has been retained to conduct a comprehensive analysis of budgeting matters at CSU-Pueblo.

### **C. Campus Master Plan Update**

President Di Mare is in receipt of the most recent draft of the Campus Master Plan and will meet with various campus constituents shortly to develop a course of action for future development of the CSU-Pueblo campus.

## ***VII. SHARED GOVERNANCE***

### **A. President Di Mare makes first Welcome Address**

On January 9, CSU-Pueblo President Lesley Di Mare gave her first Welcome Address to the campus community to kick off the spring semester and reiterated her points in a campus-wide email the first week of classes. In both, she outlined strategic goals for the semester and the coming year, to include improving student retention and remediation, increasing out-of-state and international student enrollment, reducing student loan default rates, and developing more effective communication with all units on campus. President Di Mare plans on regular visits to unit meetings and student events, as well as hosting

town hall meetings during the semester where she will update the campus and seek feedback on a variety of topics.

President Di Mare also outlined plans to work together to bring more efficiency and effectiveness to the campus by analyzing historical budget data to determine the overall cost to educate students by degree type and then to align recruitment plans to maximize efficiency, as well as creating equity in budget matters and working to ensure the university is fiscally responsible in order to continue to move the campus forward.

### ***VIII. GRANTS***

#### **Academic Affairs**

##### Enrollment Management

Sponsor:	Denver Scholarship Foundation
Principal Investigator:	Mr. Joe Marshall
Project Title:	College Completion Pilot
Award Dates:	8/1/11 – 7/31/13
Amount:	<u>\$ 64,832</u>

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

##### Engineering

Sponsor:	NASA (via U. Colorado Boulder)
Principal Investigator:	Dr. Huseyin Sarper
Project Title:	Colorado Space Grant Consortium: Research Projects at CSU-Pueblo
Award Dates:	5/18/11 – 5/19/12
Amount:	<u>\$ 10,000</u>

#### **College of Science and Mathematics**

##### Chemistry

Sponsor:	Colorado Campus Compact
Principal Investigator:	Dr. Chad Kinney
Project Title:	Influence of High Molecular Weight Polymers in Biosolids on the Presence and Fate of Anthropogenic Organic Compounds and Nutrients
Award Dates:	11/1/11 – 6/30/12

Board of Governors of the  
Colorado State University System  
Meeting Date: February 9, 2012  
Report Item

Amount: \$ 750

**Library**

Archives

Sponsor:	National Endowment for the Humanities
Principal Investigator:	Ms. Beverly Allen
Project Title:	Preservation Assessment of Artifact Collection of University Archives and Special Collections
Award Dates:	1/1/12 – 6/30/13
Amount:	<u>\$ 4,000</u>

**University Total Received** **\$ 79,582**



### **Student Success and Advancement**

- As of December 30, 2011, CSU-Global has graduated a total of 690 students (449 undergraduates; 241 graduates) since opening its doors to students in September 2008.
- With the addition of new students for the January 2012 term, less the December 2011 graduates and removal of inactive students, CSU-Global now has over 5000 active students.
- Initiated term-based financial aid for increased flexibility to accommodate the needs of CSU-Global nontraditional adult students and potential students.
- Launched SuccessReady™ courses in Math and English. The online courses are mastery-based, self-paced, instructor-facilitated, designed to produce metrics on student progress and advancement, and currently provided to students and prospective students at no-charge. The courses are currently being utilized for purposes that include student needs based on instructor referral, student comfort level before entering degree program course work, and as required by program faculty and the admissions department in preparation for student success.

### **Academic Excellence**

- Using student feedback, the student class experience was enhanced through the development and implementation of more comprehensive course syllabi, the improvement of grading rubrics, and the addition of real-time video-based instruction which is recorded and stored in the classrooms for students who are unable to attend the live session. Program faculty have also introduced course adjustments to increase alignment between learning outcome achievement, grades, and assignments in an effort to drive the scores in learning outcome achievement (current outcomes achievement is 72% at a minimum 85% level with a goal of 80% at a minimum 85% level).
- Launched new general education courses that incorporate the best practices of online learning, and that have learning outcomes designed to facilitate student success in upper division course work. As CSU-Global's mission by State statute is to work with students to complete bachelor's degrees, most students enroll having previously met their general education needs (average student enters with 55 credit hours completed). However, for those adult learners who need to earn a limited number of general education credits and who require the flexibility of CSU-Global's format, the faculty have created CSU-Global general education courses that meet both Pathways requirements and the skills and knowledge needed for success as a student in CSU-Global degree programs.

### **Expand Statewide Presence**

- Signed an MOU with the Colorado Community College System that provides CSU-Global with the ability to develop AAS/AGS to BS articulation agreements with CCCS institutions.

Board of Governors of the  
Colorado State University System  
February 8, 2012  
Report Item

- Signed an MOU with the Colorado State Patrol (CSP) to provide degree completion opportunities to CSP troopers across Colorado.
- Added university student demographic and academic achievement metrics; alumni survey results; and online course demos to CSU-Global's website to meet the needs of current and future students.
- Presented information on CSU-Global at the Joint Budget Committee hearing on December 19, 2011.
- Continuing to conduct one-on-one meetings with Senators and Representatives of Colorado to provide information on the unique attributes of CSU-Global.



**Opportunities for Building a Stronger Future for Colorado**

- Completed CSU-Global's first annual alumni survey. Comprised of graduating class members since Spring 2012, the university received completed surveys from 38% of all graduates from 2009 to June 2011. See "CSU-Global Alumni Survey" on subsequent pages to this Report.
- Hosted a delegation of university representatives from China to investigate future collaborative activities as they relate to students, faculty, and administration.










# CSU Global Alumni Survey Fall 2011





## Did you graduate from CSU-Global with an undergraduate or graduate degree?

		Response Percent
Undergraduate		49.6%
Graduate		50.4%





## What was your program of study?

		Response Percent
B.S. in Applied Social Sciences		5.0%
<b>B.S. in Business Management</b>		<b>33.8%</b>
B.S. in Information Technology		0.0%
B.S. in Organizational Leadership		12.2%
B.S. in Public Management/Administration		2.9%
M.S. in Management		12.2%
M.S. in Organizational Leadership		29.5%
M.S. in Teaching and Learning		4.3%

### To what degree did your program of study contributed to your professional goals?

		Response Percent
Not at All		4.3%
Slightly		35.5%
<b>Significantly</b>		<b>38.4%</b>
Very Much		21.7%

### How much did your program of study contribute to your personal development?

		Response Percent
Not at All		0.7%
Slightly		20.1%
<b>Significantly</b>		<b>49.6%</b>
Very Much		29.5%








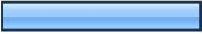

## Are you working for pay right now?

		Response Percent
Yes, work full-time		85.6%
Yes, work part-time		3.6%
No, looking for work		7.9%
No, currently a student		0.7%
No, raising a family		1.4%
No, volunteering		2.9%
No, retired		0.0%
Not working for other reasons		0.7%





## Do you feel your CSU-Global degree helped you: (select as many as apply)

		Response Percent
Get a better job in your field (more pay, more recognition, etc.)		36.1%
Get a job in a new field		19.6%
Get a promotion in your current organization		24.7%
Increase job security in current organization		53.6%




## In what type of organization is your principal employment? (select the one best answer)

		Response Percent
Self-employed		4.1%
<b>Private for-profit corporation/company/group-practice</b>		<b>29.5%</b>
Higher education (public or private)		11.5%
Elementary or secondary education (public or private)		5.7%
International organization in the U.S.		9.0%
International organization outside of the U.S.		0.0%
U.S. military		0.8%
Federal government (except military)		2.5%
<b>State and local government (except education)</b>		<b>29.5%</b>
Private non-profit organization (except education and international organizations)		7.4%





### Which of the following best describes your current position?

		Response Percent
Entry level		12.1%
Mid-level		57.3%
Senior level		21.8%
Executive level		8.9%

### Is your current position related to your field(s) of study?

		Response Percent
No, not related		32.3%
Yes, same field as major(s)		23.4%
Yes, related to major(s)		44.4%

### How well did CSU-Global prepare you for your current career?

		Response Percent
Very Poorly		0.0%
Less than Adequately		5.9%
Adequately		58.8%
More than Adequately		26.1%
Very Well		9.2%

**To what degree has the completion of your program supported each of the following life-long learning skills?**

	Not at All	Slightly	Significantly	Very Much
Critical thinking skills	0.7%	19.6%	<b>57.2%</b>	22.5%
Writing skills	1.4%	23.9%	<b>42.0%</b>	32.6%
Critical reading skills	3.6%	30.4%	<b>51.4%</b>	14.5%
Ability to review and apply research to professional and personal decisions	0.7%	14.5%	<b>59.4%</b>	25.4%
Technical skills	9.5%	<b>42.3%</b>	37.2%	10.9%
Leadership and teamwork skills	2.9%	26.1%	<b>44.9%</b>	26.1%
Understanding and application of ethical decision making	5.1%	22.5%	<b>53.6%</b>	18.8%
Understanding of global and diversity issues	5.1%	24.1%	<b>51.1%</b>	19.7%

## My education at CSU-Global:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provided me with practical, in-depth knowledge of my major area of study.	0.0%	3.6%	10.1%	<b>63.0%</b>	23.2%
Provided me with the skills to use technology in the workplace.	2.9%	10.9%	31.4%	<b>43.1%</b>	11.7%
Provided me with leadership skills.	0.0%	5.1%	21.0%	<b>48.6%</b>	25.4%
Provided me with skills to be productive in the workplace.	0.0%	2.9%	12.3%	<b>63.0%</b>	21.7%
Strengthened my writing skills.	0.0%	4.4%	12.4%	<b>46.7%</b>	36.5%
Improved my understanding of ethical issues.	0.7%	7.2%	21.7%	<b>50.7%</b>	19.6%
Strengthened my oral communication skills.	4.3%	17.4%	28.3%	<b>36.2%</b>	13.8%
Improved my critical thinking skills.	0.0%	2.9%	12.5%	<b>58.1%</b>	26.5%

### Overall, how satisfied are you with your CSU-Global education?



		Response Percent
Very Dissatisfied		1.5%
Generally Dissatisfied		2.9%
Ambivalent		6.6%
Generally Satisfied		44.9%
Very Satisfied		44.1%

### Would you encourage a friend or family member to attend CSU-Global?







		Response Percent
Definitely Would Not		0.7%
Probably Would Not		2.2%
Maybe		10.9%
Probably Would		32.6%
Definitely Would		53.6%









## What is your gender?

		Response Percent
Female		52.9%
Male		47.1%

## What is your age?

		Response Percent
16 - 24		5.8%
25 - 34		27.0%
35 - 44		35.8%
45 - 54		22.6%
55 - 64		8.0%
Over 65		0.7%

## What is your race or ethnic group?

		Response Percent
American Indian or Alaskan Native		0.0%
Asian		3.6%
Black or African American		2.2%
Hispanic or Latino		10.2%
Native Hawaiian or other Pacific Islander		0.7%
White		81.0%
Other		2.2%

## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System  
February 9, 2012

### **I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS**

#### **A. CSU Among the 'Best Values in Public Colleges 2012' Ranked by *Kiplinger's***

Colorado State University on Jan. 9 was named to the *Kiplinger's Personal Finance* list of 100 best values in public colleges for 2011-12. The ranking cites four-year schools that combine outstanding education with economic value. Kiplinger's assesses quality and affordability according to a number of measurable standards. This year, Kiplinger's revamped the rankings to give more weight to academic value, such as the percentage of students who return for sophomore year and the four-year graduation rate. Cost criteria include low overall cost, abundant financial aid and low average debt at graduation. While the criteria have shifted, the overall focus on value remains the same.

#### **B. CSU's College of Business Maintains Prestigious AACSB Business Accreditation**

The College of Business at Colorado State University has maintained its accreditation by AACSB International, the Association to Advance Collegiate Schools of Business. Only 643 schools of business, or less than 5 percent worldwide, have earned this distinguished hallmark of excellence in management education. To maintain accreditation, a business program must undergo rigorous internal review every five years, and a program must demonstrate its continued commitment to the 21 quality standards relating to faculty qualification, strategic management of resources, interactions of faculty and students and a commitment to continuous improvement and achievement of learning goals in degree programs.

#### **C. Nearly 2,000 Degrees Awarded During Colorado State University December Commencement Ceremonies**

Colorado State University conferred degrees on fall 2011 graduates at commencement ceremonies Dec. 16 and 17. College ceremonies and ROTC commissionings recognized 1,449 undergraduates and 495 graduate students, of whom 82 are doctoral students. Thirteen students graduated summa cum laude, 25 graduated magna cum laude and 72 graduated cum laude. Commencement ceremonies, with the exception of the ROTC commissionings, were webcast live.

**D. Colorado State University Chemistry, Biology Chairs Elected Fellows of American Association for the Advancement of Science**

Two chairs of the College of Natural Sciences at Colorado State University – Daniel R. Bush in biology and Ellen R. Fisher in chemistry - have been named Fellows of the American Association for the Advancement of Science, a prestigious peer honor awarded to a select group of scientists across the country each year. Bush was recognized for research on plant assimilate metabolism and for his service as president of the American Society of Plant Biologists and chair of the AAAS Section on Agriculture, Food, and Renewable Resources. He is a plant biologist who uses biochemical and molecular genetic tools to dissect plant function. Fisher was honored for her important contributions to understanding gas-phase and plasma chemistry and plasma-surface interactions. She is an analytical, materials, and physical chemist whose work focuses on understanding the fundamental chemical processes that take place during plasma processing and chemical vapor deposition.

**E. Colorado Bioscience Association Names Colorado State University Chemistry Professor Educator of the Year**

The Colorado Bioscience Association on Dec. 8 recognized Melissa Reynolds, assistant chemistry professor, as its Educator of the Year. Reynolds was honored along with U.S. Sen. Michael Bennet, state Rep. Cheri Gerou and Ernst & Young, among others. This is her second major award in the past year. In 2010, the Boettcher Foundation named Reynolds as one of only six inaugural Boettcher Investigators as part of the Webb-Waring Biomedical Research Program, which helps recruit, retain and advance scientific talent in Colorado. Reynolds has developed a biodegradable polymer with healing properties – essentially a soft plastic – that could be used inside or outside the human body. The material contains nitric oxide, which is a naturally occurring substance within the body that can prevent infection while also promoting healthy cell growth. She is in the middle of a three-year, \$1.3 million grant from the Department of Defense to develop an artificial, wound-healing material for battlefield injuries.

**G. Colorado State University Engineering Professor Elected as SPIE Fellow**

Sandra Biedron, associate professor of Electrical and Computer Engineering, was named a 2012 Fellow of SPIE – the international society for optics and photonics, CSU announced Jan. 9. Biedron, who joined the ECE department last year, was honored for her achievements in detection systems and sensors, and nonlinear harmonic emission in high-gain harmonic generation free-electron lasers. Nominated, evaluated and selected annually, SPIE Fellows are members of distinction who have made significant scientific and technical contributions in the multidisciplinary fields of optics, photonics and imaging. They are honored for technical achievement, service to the optics community and to SPIE in particular. Biedron's research interests include coherent light source development across the spectrum, Radio Frequency devices, controls, uses of light sources, and detection devices. At Colorado State, she is working with fellow faculty and researchers to integrate new and existing breakthroughs, such as those in controls and optics, into new light sources.

**E. Colorado State University Professor Mario Marconi Honored with Institute of Electrical and Electronics Engineers Fellowship**

Mario Marconi, professor in Colorado State University's Electrical and Computer Engineering department in the College of Engineering, was recognized as an Institute of Electrical and Electronics Engineers Fellow – his second major honor this year. Marconi was recognized for his contributions to development and use of compact soft x-ray lasers. In January 2011, he was named a Fellow with the Optical Society of America for contributions to the advancement of optics. Marconi was recognized for “significant contributions to the development of compact soft x-ray lasers and for pioneering their use in table top coherent lithography, holography and interferometry.”

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

**A. Colorado State University Student Group Presents Annual Recycled Fashion Show**

Cirque du Couture, a winter 2011 recycled fashion show featuring apparel designs created from recycled materials, was presented by Colorado State University students December 1. The fashion show was put on by student members of Fashion Group International in the Department of Design and Merchandising within the College of Applied Human Sciences. The FGI student members, as well as other students in the Department of Design and Merchandising, created the designs featured in the show. All student designs are created using approximately 75 percent recyclable materials. Three different categories of design submissions are featured in the show: a general category, garments that follow the circus theme of the show, and the ‘Dress for Less’ submission, which consists of outfits purchased at second-hand stores with a strict budget of \$30 or less..

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

**A. Tuberculosis Researchers at CSU Discover Potential New Target for Treatments**

Colorado State University researchers in November announced they have discovered an enzyme critical to the survival and replication of the bacterial pathogen that causes tuberculosis. The enzyme may become a key target for new drugs that could halt the manifestation of tuberculosis and potentially cut the current treatment strategy of multiple antibiotics given daily for at least six months. The enzyme is an especially important discovery because it is present in both replicating and non-replicating strains of the bacteria, including resistant strains. That's key because non-replicating bacteria are much more difficult to kill with antibiotics, which is one reason treatments for tuberculosis are so long-lasting. Mary Jackson, an associate professor in CSU's Department of Microbiology, Immunology and Pathology who works in the Mycobacteria Research Laboratories, led the study.

**B. Breweries Breathe Life into Larimer County Economy, Says Colorado State University Regional Economist**

Breweries large and small add \$83.2 million to the Larimer County payroll and support 938 direct jobs, according to a new study released Dec. 21 by Colorado State University's Regional Economics Institute and the Beverage Business Institute. The study looked at the most recent data available in 2010 and included six major breweries from mom-and-pop businesses to the giants: Anheuser Busch, Equinox Brewing, Fort Collins Brewery, Funkwerks Inc., New Belgium Brewing Co., and Odell Brewing Co. In the past decade, these breweries grew faster than other employers in Larimer County: Between 2000 and 2010, the brewery industry grew by more than 22 percent while other county employment grew only 6.3 percent. Martin Shields, Colorado State regional economist and Regional Economics Institute director, conducted the study with Michael Marturana, research economist at CSU. The Regional Economics Institute, based in CSU's Office of Engagement, provides research-based information, analysis and strategies to decision-makers across Colorado as they work to strengthen regional and state economies. The Beverage Business Institute was developed in the College of Business to provide specialized management education and research for the beverage industry.

**C. CSU Project Helps Livestock Producers Improve Air Quality**

A nationwide project led by Colorado State University researchers aims to help livestock producers reduce airborne emissions that could degrade environmental health. Agriculture's airborne emissions – whether dust, odor, methane, or ammonia – often are the source of controversy when these byproducts provoke tension between rural and urban neighbors or when they are eyed as possible environmental threats. In Colorado, work on the CSU research project is particularly significant in light of concerns that ammonia emissions from livestock operations are contributing to nitrogen deposition in Rocky Mountain National Park. The U.S. Department of Agriculture's Natural Resources Conservation Service on Dec. 14 awarded the project about \$370,000 through its Conservation Innovation Grant program. CSU faculty members in the College of Agricultural Sciences will use the funding to refine a straightforward online tool, called the National Air Quality Site Assessment Tool. It allows producers to assess air quality surrounding their operations, to pinpoint emission types and sources, and to consider the costs and benefits of emission-control strategies. The project has the potential to help address nitrogen deposition in Rocky Mountain National Park.

**D. Colorado State University Biologist Discovers New Frog Species in Amazon Basin**

The diversity of frogs in the Amazon Basin is much greater than previously recorded, according to a new paper by Colorado State University and Ecuadorian biologists that could lead to greater understanding of how to save the frogs from extinction. Chris Funk, assistant professor in the Department of Biology at Colorado State, and his team found a diversity of one- to two-inch-long tree frogs and toadlets that was anywhere from 150 percent to 350 percent greater than originally estimated, according to the paper published November 30. Funk conducted the study with Marcel Caminer and Santiago R. Ron, his counterparts at the Pontificia Universidad Católica del Ecuador.

#### **IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES**

##### **A. CSU in Final Design Stages for New Equine Reproduction Laboratory**

Plans to rebuild the laboratory and office space for Colorado State University's prestigious Equine Reproduction Laboratory are in final design stages, and CSU announced Dec. 19 it anticipated that construction will start next summer. The building was destroyed by an early morning fire on July 27. The new building will be larger with more space for research and serving clients. The building also will have improved teaching space and offices. The final building is estimated to be about 11,000 square feet, but may be constructed in two phases. It will contain distinct areas for mare and foal work, assisted reproduction services and stallion work. Animal movement into and around the building also will be improved. The construction goal is to complete the building in early 2013.

##### **B. DOE Awards Colorado State University \$1.2 Million to Help Businesses Become Energy Efficient, Train Students on How Things Work**

The U.S. Department of Energy's Industrial Technologies Program awarded Colorado State \$1.2 million to help companies improve their energy efficiency and provide engineering students valuable experience with manufacturing processes. The DOE program is a national effort to improve U.S. manufacturing competitiveness. The university is one of only 24 around the country participating in the DOE program and the only one in Colorado. Colorado State's Industrial Assessment Center serves a five-state region – Colorado, Nebraska, New Mexico, Utah and Wyoming. In 1985, Colorado State faculty and students started visiting manufacturers to assess energy use and suggest cost-saving measures, long before companies were as focused on energy efficiency and conservation measures as they are today. For the past 26 years, Colorado State University mechanical engineering students have helped small- and medium-sized manufacturing firms save an average of \$50,000 a year through increased energy efficiency – a university program unlike any other in the state. Professor Allan Kirkpatrick directs the program at Colorado State along with Michael Kostrzewa, assistant director and senior research associate in mechanical engineering.

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

##### **A. County Commissioners Report Increased Satisfaction with CSU Services**

The annual Colorado State University survey of county commissioners and officials in 59 Colorado counties showed overall increases in satisfaction with services provided by the University and CSU Extension. The survey, which ran September 12-October 21, 2011, asked 10 questions about value, responsiveness, and satisfaction, with additional opportunity for comments. With an 85% county response rate, the survey indicated improved levels of satisfaction on all key metrics: quality of CSU Extension programs and services, value of

services received, responsiveness and service levels of county offices, and overall satisfaction with services provided to citizens

**B. CSU Students Host Ag Adventure Exhibit at National Western Stock Show**

A CSU student-run program that introduces elementary-aged children to the science of agriculture and the sources of their food returned this year to the National Western Stock Show in Denver. The Ag Adventure exhibit included hands-on, interactive displays from a variety of commodity groups and trade organizations. The Ag Adventure exhibit at the National Western Stock Show involved about 20,000 school-aged children from around the Denver metro area. Guided tours are offered during busy school days, but self-guided tours were also available during off-hours.

**VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT**

**A. Colorado State University Announces Free Admission for Qualifying Disabled Military Veterans to Performing Arts and Athletic Events**

Colorado State University in January announced that, in recognition of service and sacrifice of U.S. military veterans, the University will begin to offer free admission to selected CSU performing arts and athletics events for veterans who received a disability rating of 50 percent or more from the Veterans Administration. This offer is open to all veterans who were honorably discharged and have a 50 percent or more disability rating. Listings of events for which eligible disabled veterans may obtain tickets are available on the University Center for the Arts' box office website at [www.csuartstickets.com](http://www.csuartstickets.com) and the CSU Athletics' box office website at [www.csurams.com](http://www.csurams.com). Colorado State University is a leader among military-friendly colleges and universities in Colorado and across the nation.

**B. Colorado State University Recognizes Cleon Kimberling as Livestock Leader**

Cleon Kimberling, an 81-year-old veterinarian and longtime CSU faculty member known throughout the West for tackling sheep illness and disease, was recognized at the National Western Stock Show in January as the Livestock Leader of the Year. The CSU Department of Animal Sciences honored Kimberling with the 2011 award for his exceptional contributions to the Colorado livestock industry as a researcher, innovator, and outreach specialist.

**C. CSU, Fort Collins and Loveland Communities Celebrate MLK Day**

The Colorado State University, Fort Collins and Loveland communities celebrated Martin Luther King Jr. Day with several events January 16. A traditional one-mile community march involving thousands of CSU students and community members proceeded from Old Town to CSU's Lory Student Center. During the celebration, this year's poetry and essay winners from the Poudre School District read their winning works.

**VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING, MARKETING**

**A. Report on Private Support**

	December 2011		FY12 (July - December)		FY11 (July - December)	
	Amount	Count	Amount	Count	Amount	Count
<b>Contributions</b>	\$6,519,305	6,421	\$73,553,965	19,239	\$35,069,598	15,992
<b>Irrevocable Planned Gifts</b>	\$325,000	2	\$325,000	2	\$44,831	2
<b>Revocable Gifts and Conditional Pledges</b>	\$515,000	4	\$5,106,870	16	\$9,629,502	29
<b>Payments to Commitments Prior to Period</b>	(\$605,874)	849	(\$6,385,403)	908	(\$4,442,804)	710
<b>Total Philanthropic Support</b>	\$6,753,431	5,642	\$72,600,432	18,499	\$40,301,127	15,410
<b>Private Research</b>	\$929,678	17	\$7,871,850	79	\$6,746,483	76
<b>Net Private Support</b>	\$7,683,109	5,659	\$80,472,282	18,566	\$47,047,610	15,476

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

**Mr. Arthur E. Nicholas and Mrs. Catherine C. Nicholas**

\$1,542,345 gift to support the *Wagonhound Land and Livestock Chair in Equine Sciences Endowment*, College of Agricultural Sciences.

**Mrs. Sophie E. Craighead**

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

**Mr. Ronald L. Arlian and Mrs. Shalah D. Arlian**

\$400,000 revocable commitment to be split evenly to support the *College of Engineering Dean’s Innovation Fund*, College of Engineering, *CVMBBS Greatest Need*, College of Veterinary Medicine and Biomedical Sciences, and the *Athletic Discretionary Fund*, Department of Athletics.

**Boeing**

\$361,175 gift in kind to support *Electrical and Computer Engineering Research*, College of Engineering.

**Mr. Thomas H. Bradbury, Sr. and Mrs. Margaret E. Bradbury**

\$325,000 irrevocable gift in kind split evenly to support the College of Agricultural Sciences and the Athletic Department.

**Mr. Stephen C. Hillard**

\$200,000 gift to support *The Council Tree Endowment*, College of Liberal Arts.

**Mr. Dennis B. Conway and Mrs. Lynda A. Conway**

\$100,000 pledge to support *Construction Management*, College of Applied Human Sciences.

**Estate of Michael B. Downs**

\$150,000 paid bequest to support the *Mike Downs Memorial Scholarship*, College of Veterinary Medicine and Biomedical Sciences.



**Loren J. Dilsaver Living Trust**

\$150,000 paid bequest to support the *Dilsaver Family Support for Large Animals at the James L. Voss Veterinary Teaching Hospital*, College of Veterinary Medicine and Biomedical Sciences.

**Mr. John Doug Morton and Mrs. Keren F. Morton**

\$125,000 gift to support *Other University Funds*, Office of the President.

**McDonald's Corporation**

\$100,000 gift to support the *Dr. Temple Grandin Scholarship in Animal Behavior and Welfare*, College of Agricultural Sciences.

**Ms. Cynthia A. Mousel**

\$100,000 revocable commitment split evenly to support *Music, Theatre and Dance Enrichment and Dance Program Support*, College of Liberal Arts, the *Human Performance Clinical/Research Laboratory*, College of Applied Human Sciences, and the *Library Collection Enhancement*, Morgan Library.

**VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL**

**A. Walt Disney Company Veterinarian Named Dean of Colorado State University's College of Veterinary Medicine and Biomedical Sciences**

Colorado State University announced Jan. 4 that Dr. Mark Stetter has been named dean of the College of Veterinary Medicine and Biomedical Sciences. The college is home to one of the top-ranked veterinary programs in the nation as well as nationally recognized infectious disease, cancer, and other health research programs. Dr. Stetter, who has more than 23 years of experience in veterinary medicine, joins CSU from the Walt Disney Co., where he is director of animal operations. He will begin working at CSU in May and become dean in July. At Disney, Stetter oversaw the health and daily care of several thousand animals for the company's programs and parks around the world and managed a team of more than 500, including veterinarians, curators, zookeepers and aquarists. He also helped oversee the company's international wildlife research and conservation programs. Stetter will replace Dr. Lance Perryman, who will complete his tenure as dean in June after having served as dean of the college since 2001.

**B. CSU Extension Recognizes Deb Alpe, Tony Koski with Highest Honors**

Two Colorado State University Extension employees were honored in December for their contributions. The Alton Scofield Distinguished Service Award is Colorado State University Extension's highest honor awarded to field staff. Jackson County Extension Director Deb Alpe received the award at the annual Extension Forum and banquet in Fort Collins. Alpe was nominated by the Colorado 4-H Agents association and the Jackson County commissioners. Tony Koski, turfgrass specialist and professor in the Department of Horticulture and Landscape

Architecture at Colorado State, received the F.A. Anderson Award, which recognizes an Extension professional for outstanding performance throughout their Extension career.

## **IX. RESOURCES AND SUPPORT: GUARANTEE FINANCIAL STABILITY**

### **A. Donation Boosts Renowned CSU Equine Program**

The owners of a premier Western ranch have donated \$1.5 million to Colorado State University's renowned Equine Sciences Program to help advance the program's excellence as a training ground for students entering the horse industry. The donation from Art and Catherine Nicholas established the Wagonhound Land and Livestock Chair in Equine Sciences, named for their well-known horse and cattle ranch near Douglas, Wyo. Jerry Black, who heads CSU's Equine Sciences Program, holds the new Wagonhound chair. In this position, Black has discretion to use annual proceeds from the invested donation to fulfill a variety of needs that support program development and student learning.

## **X. RESOURCES AND SUPPORT: INCREASING AWARENESS**

### **A. Former CSU Quarterback Jack Graham Named Athletic Director; Alabama's Offensive Coordinator Named CSU Football Coach**

President Tony Frank appointed CSU alumnus and businessman Jack Graham as new Director of Athletics December 1. Graham then hired Jim McElwain, who twice led the offense for a national championship team at Alabama, on Dec.13 as head football coach of the Colorado State University Rams. McElwain, a Montana native, returns to the West after highly successful tenures at Alabama, Fresno State, Michigan State, Louisville, Eastern Washington and the Oakland Raiders.

### **B. Alumni and Friends of Colorado State University Celebrate CSU Day at the National Western Stock Show**

CSU Day at the National Western Stock Show was celebrated with rodeo, giveaways, and plenty of green and gold January 14. CSU Day included free giveaways, pictures with CAM the Ram, and an appearance by President Tony Frank and members of the CSU Board of Governors. Colorado State University has a longstanding partnership with the National Western Stock Show, one of Denver and the Rocky Mountain West's most anticipated annual traditions.

### **C. Peter Coors Receives Honorary Degree at Colorado State University's College of Business Commencement Ceremony**


Colorado State University conferred an honorary doctoral degree on Colorado business leader Peter H. Coors as part of the fall 2011 commencement ceremonies. CSU System Chancellor Joe Blake awarded the degree of Doctor of Humane Letters, Honoris Causa, to Coors in recognition of his commitment to education, social responsibility, and philanthropy. Coors received his degree at the College of Business commencement ceremony.

2011 CSU Extension Survey

**Progress and Priorities,  
December 2011**

Colorado State University

*Vice President Office of Engagement*



Colorado State University

**The 2011 CSU Extension Survey:**


**Process**

- Sent to county commissioners and officials in the 59 Colorado counties served by CSU Extension (202 total)
- Ran September 12 - October 21, 2011
- Offered via mail and as online survey
- Asked 10 questions about value, responsiveness, and satisfaction. Open space for comments on each question

**Results**

- Data analyzed by external contractor
- County response rate of 85% (50 of 59 counties; 95 of 202 commissioners)

*Vice President Office of Engagement*



## 2011 County Commissioner Survey Results: Overview

Key Survey Metrics	Median Responses (scale 1-5)
Rate the quality of CSU Extension programs and services you receive	<b>2011: 3.96</b> 2010: 3.80
Rate the value of the services you receive	<b>2011: 3.72</b> 2010: 3.64
Rate the responsiveness and services level of your county office	<b>2011: 3.93</b> 2010: 3.62
Rate the overall satisfaction with the services your citizens receive	<b>2011: 3.94</b> 2010: 3.81



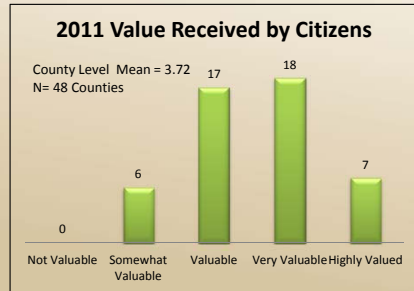
Vice President Office of Engagement

### Q3: Rate the quality of the programs and services provided from your local Extension office.



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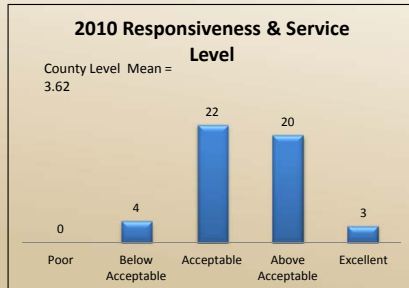
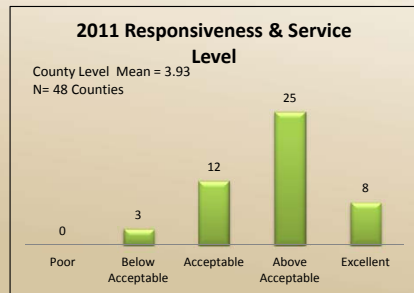
**Q5: How would you rate the value received by the citizens of your county from programs and services delivered by Extension?**



Vice President Office of Engagement



**Q7: Rate the responsiveness and service level of your county Extension personnel in meeting the needs of your county citizens.**



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**Q8: Rate your overall satisfaction with the service the citizens receive from your local county/area Extension office.**



*Vice President Office of Engagement*



**Comments from 2011 Survey Respondents**

- They do a lot with limited resources.
- Under the current economic situation, I feel blessed to have the coverage we have.
- We see CSU staff building programs around the needs of the community rather than pushing packaged programs out to our citizens as a matter of course.
- Fantastic resource – let’s make sure folks know about it!

*Vice President Office of Engagement*



**Conclusion: 2011 CSU Extension Survey**

**How information will be used:**

Survey information is shared with county commissioners and other respondents, with CSU leadership, and with CSU Extension regional directors and staff. The final survey report will be publicly available on the Engagement and Extension websites.

**Proposed 2012 Survey changes:**

The CSU Extension Advisory Committee will have the opportunity to add an additional 1-3 questions to the 2012 survey.

*Vice President Office of Engagement*



# Section

7

## Committee Reports

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Section

8

Consent Agenda

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
FINANCE COMMITTEE MEETING MINUTES  
December 6, 2011**

Committee Chair Don Elliman brought the meeting to order at 8:00 a.m.

**Committee members present:** Dennis Flores; Penfield Tate III; Carole Makela, Faculty Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo; Rich Schweigert, CSUS Chief Financial Officer (assigned staff).

**Board Members present:** Joseph Zimlich, Chair; Scott Johnson; Mary Lou Makepeace; Patrick McConathy; Kristina Proctor, Faculty Representative, CSU-Pueblo; Eric Berlinberg, Student Representative, CSU-Fort Collins.

**Administration present:** Joseph Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President Designee, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Michael Nosler, CSUS General Counsel; Allison Horn, CSUS Auditor; George Dennison, CSUS Chief Academic Affairs Officer.

**System staff present:** Adam Fedrid; Allen Sneesby; Melanie Geary.

**Guests in attendance:** Jon Bellum, Sr. Vice President & Provost, CSU-Global; Christopher Beltran, Veterans Upward Bound, CSU-Pueblo; Julie Birdsall, CFO, CSU Research Foundation; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Kyle Henley, Director of Denver Public Relations, CSU; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Steven Hultin, Interim Director, Facilities Management, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate Office, CSU Research Foundation; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Julio Leon, Past Interim President, CSU-Pueblo; Stuart MacMillan, Real Estate Executive, CSU Research Foundation; Douglas Max, Sr. Associate Athletic Director, Athletics, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Robert Osika, CSUS Treasurer; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Mike Rush, Campus Architect, Facilities Management, CSU-Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Ryan Schuler, Student, CSU-Pueblo; Pamela Toney, Director of Financial Aid, CSU-Global; Wade Troxtell, Associate Dean, College of Engineering, CSU-Fort Collins; Victoria Webb, Military Advisor, CSU-Global; Stephen A. Varela, Student, CSU-Pueblo; Jess Vasquez, Military Advisory, CSU-Global.

Committee Chair Elliman asked Governor Zimlich and Chancellor Blake to report on the recent the Colorado Commission on Higher Education (CCH) meeting on higher education. Governor Zimlich commented on the Higher Education Strategic Planning (HESP) group and reported that the last three Master Plans were reviewed. Dennis Jones from the National Center for Higher Education

Management Systems (NCHEMS) made a PowerPoint presentation. Hereford Percy, CCHE Chair, reviewed the State's four goals: increasing degree attainment; closing attainment gaps; improving remedial outcomes; and increasing public funding.

Following a facilitated discussion to rework the goals, Lt. Governor Joseph Garcia reviewed a preliminary timetable for drafting goals and identifying strategies or metrics; presentation to and feedback from governing boards; and final action on the Master Plan by CCHE. Chancellor Blake followed Governor Zimlich's summation by pointing out that future contracts would have performance metrics tied to the Master Plan goals. He reported that the participants in the meeting gave their opinions about the process through electronic devices, the results of which would be tabulated and distributed to interested parties.

Committee Chair Elliman asked Rich Schweigert, CSUS Chief Financial Officer, for the campus budget/financial accountability plan report. Mr. Schweigert commented on proposed budget cuts for higher education of approximately \$60 million, half in operating funds and half in financial aid, with negotiations on financial aid currently underway. Approval may be needed on the Financial Accountability Plan from the CCHE to approve a tuition increase to exceed the current 12 percent cap on tuition increases for some or all campuses. Mr. Schweigert asked the individual campuses to present their own strategies.

President Frank reported the draft FY 2013 CSU-Fort Collins' Education and General Fund Budget reflects a 9 percent undergraduate tuition increase and adjustments in differential tuition that would offset cuts to State funding. The proposed balanced budget incorporates a 3 percent salary increase. Provost Rick Miranda will lead a day-long retreat on January 18, 2012, on the Strategic Plan and how progress should lead to informed budget discussions. Following that event there will be campus-wide planning and budget hearings held on January 25<sup>th</sup> leading to a draft budget for presentation at the February Board meeting with final Board approval at either the May or June meeting.

Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo, was asked to present CSU-Pueblo's FY 2013 budget report. Mr. Farley reported that CSU-Pueblo is considering applying for CCHE authorization for a tuition increase from the 12 percent ceiling to 15 percent due to the fact that, although experiencing growth, CSU-Pueblo is looking at a \$1 million deficit in their overall budget. A 3 percent faculty raise is also being considered in the budget process. Budget discussions will continue with incoming President Di Mare.

Mr. Schweigert reviewed future construction needs at CSU-Fort Collins and CSU-Pueblo. He noted that construction at CSU-Pueblo, except for the Walking Stick Apartments refinancing which would be moved forward, has been put on hold to receive President Di Mare's input on the new Master Plan and Internal Review. Mr. Schweigert reported that all CSU-Fort Collins construction projects and CSU-Pueblo Walking Stick have been presented and approved by the Capital Development Committee and a letter of approval will be received from the Joint Budget Committee.

Mr. Schweigert asked Robert Osika, CSUS Treasurer, to present the Plan of Financing for the Series 2012 A Bonds. Mr. Osika reported that the first step is to obtain Board approval of the plan to issue

between \$130 and \$140 million of bonds to finance upcoming construction needs on the CSU-Fort Collins campus. If Board approval of the plan is granted, the next step would be to formally engage the consultants to develop all legal documents necessary for the sale. At the Board's February 2012 meeting, a supplemental bond resolution outlining the parameters and the legal documents would be presented for approval. Mr. Osika explained the bond structure and noted that preliminary discussions with the ratings agencies indicate current CSUS ratings would not be impacted. Governor Flores moved that approval of the new bond issuances be forwarded to the full Board. Governor Tate seconded and the motion was unanimously approved.

Mr. Schweigert reviewed the Statement of Revenue, Expenses and Changes in Net Assets recently audited by BDK, the outside auditor hired by the State Auditor's Office to review all higher education systems. There were no major findings; revenue lines continue to increase despite cutbacks in State funding; the campuses have done well in keeping expenditure growth in check; and invested revenues continuing to grow, albeit at a slower rate than would be preferable.

Mr. Schweigert reported the balance sheet in comparison to peer institutions continues to be robust and attributed the fiscal health of the CSUS to the fact that the Presidents and campus CFOs were proactive in strategizing how to best deal with impending budget cuts. He reviewed the CSUS reserves and concluded by previewing changes to the Statewide Indirect Cost Allocation Plan (SWICAP), with CSU-Global expected to pay a portion of this payment into the State Treasurer's Office.

President Takeda-Tinker was then asked to give her fiscal report for CSU-Global. President Takeda-Tinker reported CSU-Global's revenue continues to grow. She described efforts to be more strategic in enrollment growth and retention strategies to ensure high-quality, completion-driven students that are not already burdened with substantial financial aid loans prior to their enrollment with CSU-Global. Approval of seven pending new degree programs will be a critical factor in meeting stretch goals. The Higher Learning Commission (HLC) would be visiting the campus as part of that approval process.

President Takeda-Tinker commented on student loan default and introduced Pam Toney, Director of Financial Aid, CSU-Global, to report on student loan default, the effect on CSU-Global, and CSU-Global's efforts to prevent, manage and mitigate the risk of default and fraud in an effort to ensure the continued ability to offer such aid to future students. There currently is no data on student loan default specific to CSU-Global, but there will soon be the ability to track and measure CSU-Global's numbers. President Takeda-Tinker concluded by reporting CSU-Global is showing a net profit of \$4.3 million prior to any loan repayment to the other campuses.

President Frank was asked to present the two-part resolution on the CSU/CSURF municipal lease/purchase arrangement and line of credit. Governor Tate made the motion that the Finance Committee recommend for Board approval of the municipal lease program resolution. Governor Johnson seconded and the motion was unanimously approved.

There being no further business, at 9:43 a.m. the meeting was adjourned.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
AUDIT COMMITTEE MEETING MINUTES  
December 6, 2011**

Committee Chairman Scott Johnson brought the Audit Committee to order at 10:05 a.m.

**Committee members present:** Mary Lou Makepeace; Penfield Tate, III; Eric Berlinberg, Student Representative, CSU-Fort Collins; and Allison Horn, System Auditor (assigned staff).

**Board members present:** Joseph Zimlich, Chair; Don Elliman, Treasurer; Dennis Flores; Patrick McConathy; Carole Makela, Faculty Representative, CSU-Fort Collins; Kristina Proctor, Faculty Representative, CSU-Pueblo; Isaiah McGregory, Student Representative, CSU-Pueblo.

**Administration present:** Joseph Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President Designee, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer; George Dennison, CSUS Chief Academic Affairs Officer.

**Board of Governor's Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

**System Staff present:** Adam Fedrid; Melanie Geary; Allen Sneesby.

**Guests present:** Jon Bellum, Sr. Vice President & Provost, CSU-Global; Christopher Beltran, Veterans Upward Bound, CSU-Pueblo; Julie Birdsall, CFO, CSU Research Foundation; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Kyle Henley, Director of Denver Public Relations, CSU; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Steven Hultin, Interim Director, Facilities Management, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate Office, CSU Research Foundation; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Julio Leon, Past Interim President, CSU-Pueblo; Stuart MacMillan, Real Estate Executive, CSU Research Foundation; Douglas Max, Sr. Associate Athletic Director, Athletics, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Robert Osika, CSUS Treasurer; Amy Parsons, Vice President, University Operations- CSU Fort Collins; Mike Rush, Campus Architect-Facilities Management, CSU-Fort Collins; Gus Skinner, Vice President of Finance; CSU-Global; Ryan Schuler, Student, CSU-Pueblo; Pamela Toney, Director of Financial Aid, CSU-Global; Wade Troxtell, Associate Dean, College of Engineering, CSU-Fort Collins; Victoria Webb, Military Advisor, CSU-Global; Stephen A. Varela, Student, CSU-Pueblo; Jess Vasquez, Military Advisory, CSU-Global.

Committee Chair Johnson asked Allison Horn, CSUS Auditor, for her report. Ms. Horn provided an update on the status of FY 2012's Audit Plan, noting the addition of the CSU-Fort Collins Research Innovation Center and commenting that the Auditor's Office determined that waiting until next year for a complete internal audit would be more beneficial. The audits at CSU-Pueblo are moving forward on an ad hoc basis based on special requests and due to the new President.

Ms. Horn reviewed overdue audit recommendations and reported that all nine outstanding recommendations are being worked on by administration.

Three audit reports have been issued since the last meeting: CSU-Pueblo Accounts Receivable; CSU-Fort Collins Campus Sports Clubs, and the CSU-Fort Collins Extension Office. All six recommendations for the Sports Clubs have been implemented. Five of the seven recommendations for the Extension Office have been implemented, with the remainder dealing with an electronic signature approval process which may take slightly longer. There were no red flag recommendations included in these audits.

Ms. Horn reported the CSU-Pueblo Accounts Receivable audit was a more comprehensive review which included 35 recommendations. She reviewed the recommendations that included ten recommendations for verifying attendance and disbursement for financial aid; three recommendations in the general area of internal controls; and two recommendations on collecting accounts. There was a recommendation that faculty not have any discretion to allow students to attend class without the student going through the Registrar's Office. There was a series of recommendations to the Controller regarding bad debt and that criterion for special payment plans be established and documented clearly.

Ms. Horn remarked that the CSU-Pueblo Accounts Receivable audit was significant but moving forward with corrective actions implemented and expectations from administration established. President Di Mare commented that she is appreciative of the depth and gravity of the audit report and noted her intentions to work with the Auditor's Office, her management team, and possibly a consultant to restructure fiscal oversight at CSU-Pueblo.

Ms. Horn commented on the current policy of disbursing financial aid prior to the beginning of classes. Recommendations were that this policy be reviewed further; disbursement officials receive special training; bookstore charge policies be reviewed; and the policy dealing with doubtful accounts be improved.

A discussion ensued about specific implementation of the enforcement of new policies to mitigate against student financial aid fraud; the consequences of that enforcement; and how the policies have been communicated to the students. President Di Mare indicated there would be a thorough review of the issues, and that implementation of processes and procedures and a change in culture could address these issues without the need for additional staff. President Frank commented on procedures utilized by CSU-Fort Collins.

Ms. Horne concluded by reporting there is hotline available for anyone in the CSU System to make reports to the Internal Audit Office of activity that might warrant investigation.

With no further business to conduct, the Committee Chair asked for a motion to adjourn. The motion was made, seconded, and unanimously approved and the Audit Committee meeting adjourned at 11:08 a.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
STUDENT AFFAIRS COMMITTEE MEETING MINUTES  
December 6, 2011**

Committee Chair Patrick McConathy brought the Student Affairs Committee meeting to order at 11:10 a.m.

**Committee Members present:** Dennis Flores; Scott Johnson; Eric Berlinberg, Student Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo; Sheila Trice Bell, Executive Secretary to the Board of Governors (assigned staff).

**Board members present:** Joseph Zimlich, Chair; Don Elliman, Treasurer; Mary Lou Makepeace; Penfield Tate III; Carole Makela, Faculty Representative, CSU-Fort Collins; Kristina Proctor, Faculty Representative, CSU-Pueblo.

Administration present: Joseph Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President Designee, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer; Allison Horn, CSUS Auditor; George Dennison, CSUS Chief Academic Affairs Officer.

**Board of Governors Staff present:** Sharon Teufel, Executive Assistant.

System Staff present were Adam Fedrid; Melanie Geary; Sharon Teufel.

**Guests present:** Jon Bellum, Sr. Vice President & Provost, CSU-Global; Christopher Beltran, Veterans Upward Bound, CSU-Pueblo; Julie Birdsall, CFO, CSU Research Foundation; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Kyle Henley, Director of Denver Public Relations, CSU; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Steven Hultin, Interim Director, Facilities Management, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate Office, CSU Research Foundation; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Julio Leon, Past Interim President, CSU-Pueblo; Stuart MacMillan, Real Estate Executive, CSU Research Foundation; Douglas Max, Sr. Associate Athletic Director, Athletics, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Jan Rastall, Director, Adult Learners and Veterans Services, CSU-Fort Collins; Mike Rush, Campus Architect, Facilities Management, CSU-Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Ryan Schuler, Student, CSU-Pueblo; Pamela Toney, Director of Financial Aid, CSU-Global; Wade Troxtell, Associate Dean, College of Engineering, CSU-Fort Collins; Victoria Webb, Military Advisor, CSU-Global; Stephen A. Varela, Student, CSU-Pueblo; Jess Vasquez, Military Advisory, CSU-Global.



Chair McConathy opened the Student Affairs Committee meeting by asking for reports from each campus on veterans programs and issues.

### **CSU-Global**

President Becky Takeda-Tinker, CSU Global, introduced the Jess Vasquez and Victoria Webb, the Military Advisors for Global in charge of coordinating CSU-Global's military educational benefits. Ms. Webb reported military student enrollment, particularly veterans, has grown from about 100 to 600. Mr. Vasquez reviewed retention rates. He noted that to specifically serve this large military population, CSU-Global actively seeks out instructors with military service background. CSU-Global also provides services in addition to academics to assist veterans with their transition from the military to their academic pursuits.

Jason Walter, a veteran student, explained how obtaining a degree at CSU-Global is assisting him with his professional pursuits. Leora Romaine, another working military veteran, described how her CSU-Global experience is very valuable and positive, largely due to the CSU-Global staff.

### **CSU-Pueblo**

Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo, described the veteran population on the CSU-Pueblo campus, noting that CSU-Pueblo's veterans were on average younger than veterans from previous wars. He noted CSU-Pueblo has a higher than average ratio of female to male veterans than the general population.

Chris Beltram, Veterans Upward Bound (VUB), CSU-Pueblo, a CSU-Pueblo alumnus and Navy veteran, reported on the programs and services to veteran students at CSU-Pueblo. He described their remedial education efforts geared towards increasing veteran retention and also explained how his office helps veterans to navigate their veterans' educational benefits and coordinates the Chapter of Student Veterans of America.

Gregory Baker spoke of the dual veteran student couple status that he and his wife, Monique, have at CSU-Pueblo. He described how the VUB Program assists students needing some remedial help with academics. He reported that Monique is now a student-mentor for incoming veterans needing to use the VUB program's services.

Stephen Varela, a veteran student at CSU-Pueblo, talked about the need for social support through the student organizations, emphasizing that other veterans are more uniquely equipped to assist veterans suffering from Post Traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI) and other issues unique to combat soldiers and veterans.

### **CSU-Fort Collins**

Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins, presented an overview of the services provided at CSU-Fort Collins. She introduced Jan Rastall, Director of Adult Learning and Veterans' Services, CSU-Fort Collins, who highlighted the programs that assist

veterans with "moving in, moving on and moving out." The programs include special tracks for special learners; transitional and outreach programs; special study groups for adult learners; and programs for first-generation students. The focus of these programs is to provide more peer accountability and support for those veteran students who have similar struggles and experiences with PTSD and/or TBI.

Ian McClellan, the veteran student featured as the inaugural recipient of the Student Veterans of America (SVA) Award, described how the specific student support for his unique situation helped with his success. He needed to learn how to transition from soldier to civilian and acclimate to the college environment from being in high-stress deployment situations.

Alice Chow, a CSU-Fort Collins veteran student, noted that CSU-Fort Collins is listed as one of the top veteran-friendly schools in the periodicals geared toward soldiers. She described how comfortable she felt on the CSU campus being among so many other veterans. There was a brief discussion highlighting how crucial the extensive social network and support for veterans is on campus, and how that contributes directly to the retention rate and academic success of veteran students.

The various campus representatives described a number of national conferences they are attending focused on best practices; networking with other schools and administrations about handling the unique issues of soldier/veteran students; and how to continue to expand these programs to best serve the active duty and veteran student populations.

Chair McConathy closed the presentations by asking the Board not to forget the veteran population and to continue to build and expand on all of the programs that the campuses already provide.

There being no further business, the Student Affairs Committee meeting was adjourned at 12:22 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING MINUTES  
December 6, 2011**

Chairman of the Board Zimlich appointed Governor Johnson to be Acting Chair of the Real Estate/Facilities Committee in Chair Ed Haselden's excused absence and appointed the Board of Governor's at-large voting members to serve as the Real Estate/Facilities Committee due to the lack of a quorum of Real Estate/Facilities Committee members. Acting Committee Chair Johnson brought the meeting to order at 12:43 p.m.

**Real Estate/Facilities Committee Members present:** Scott Johnson; Kristina Proctor, Faculty Representative, CSU-Pueblo; Eric Berlinberg, Student Representative, CSU-Fort Collins; Stuart MacMillan (assigned staff).

**Board of Governors Members present as the Real Estate/Facilities Committee:** Don Elliman; Dennis Flores; Mary Lou Makepeace; Patrick McConathy; Penfield Tate III; Joseph Zimlich; Carole Makela, Faculty Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo.

**Administration present:** Joseph Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President Designee, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer; Allison Horn, CSUS Auditor; George Dennison, CSUS Chief Academic Affairs Officer

**Board of Governors Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

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**Guests present:** Jon Bellum, Sr. Vice President & Provost, CSU-Global; Christopher Beltran, Veterans Upward Bound, CSU-Pueblo; Julie Birdsall, CFO, CSU Research Foundation; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Kyle Henley, Director of Denver Public Relations, CSU; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Steven Hultin, Interim Director, Facilities Management, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate Office, CSU Research Foundation; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Julio Leon, Past Interim President, CSU-Pueblo; Douglas Max, Sr. Associate Athletic Director, Athletics, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Jan Rastall, Director, Adult Learners and Veterans Services, CSU-Fort Collins; Mike Rush, Campus Architect-Facilities Management, CSU-Fort Collins; Gus Skinner, Vice President of Finance; CSU-Global; Ryan Schuler, Student, CSU-Pueblo; Pamela Toney, Director

of Financial Aid, CSU-Global; Wade Troxtell, Associate Dean, College of Engineering, CSU-Fort Collins; Victoria Webb, Military Advisor, CSU-Global; Stephen A. Varela, Student, CSU-Pueblo; Jess Vasquez, Military Advisory, CSU-Global

Acting Committee Chair Johnson called upon Kathleen Henry and Stuart MacMillan from the CSU Research Foundation to present the details of the one action item for the committee. President Frank asked to introduce the Moby Arena Phase I renovation plan. He explained that CSU-Fort Collins was seeking to use \$1.5 million from CSU-Global's loan repayment plus up to \$3 million in one-time funds from enrollment overage revenues, which may be offset by \$.5 million from a private donor who has made a verbal commitment. President Frank reflected on the value of improving this venue to enhance the fan experience as well as make the campus more attractive to potential students. He noted that often universities are valued by the strength of their athletic programs and facilities and for this reason the investment is a sound one.

President Frank introduced Amy Parsons, Vice President for University Operations, to present a description of the proposed renovations. Ms. Parsons explained the Phase I renovations and noted these renovations would facilitate future private donations to proceed to Phase II. A visual slide show provided a rendering of the proposed renovations from all angles with the most distinctive features of the renovations being expansion of concourse areas and addition of a 200-person capacity event space for uses beyond the Athletics Department. Mike Rush, Campus Architect-Facilities Management, CSU-Fort Collins, explained that the improvements and renovations would also lead to greater energy efficiency. President Frank noted that all architecture was in line with the Board's guidelines.

Following a brief discussion, Governor Makepeace moved that the subcommittee recommend approval of the resolution to the full Board. Governor Tate seconded the motion and the action was unanimously approved.

The Chair asked if there was further discussion, questions or comment, and there being none, the meeting was adjourned at 1:07 p.m.

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ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES  
Lory Student Center, CSU, Fort Collins  
6 December 2011  
MINUTES**

**CALL TO ORDER**

M. L. Makepeace, Interim Chair of the Committee, called the meeting to order at 1:30, P.M. The Board Chair announced that, in the absence of a quorum of Committee members, the Board Members in attendance will serve as a Committee of the Whole.

**ROLL**

**Committee Members Present:** J. Zimlich; P. Tate; S. Johnson; D. E. Haseldan; P. McConathy; C. Makela, CSU-Fort Collins Faculty Representative; K. Proctor, CSU-Pueblo Faculty Representative.

**Others:** G. M. Dennison, CSUS Chief Academic Officer; S. Bell., Executive Secretary to the Board; T. Frank, President, CSU-Fort Collins; L. DiMare, President CSU-Pueblo; Julio Leon, Former Interim President; B. Takeda-Tinker, President, CSU-Global; J. Blake, Chancellor; J. Bellum, Provost, CSU-Global; R. Miranda, Provost, CSU-Fort Collins; P. Dorhout, Provost, CSU-Pueblo; R. Sweigert, CSUS Chief Financial Officer; M. Nosler, CSUS General Counsel; A. Horn, CSUS Internal Auditor; E. Berlinberg, President, ASCSU-Fort Collins; I. McGregory, President, ASCSU-Pueblo; S. Teufel, Assistant to the Executive Secretary

**SYSTEM ITEMS**

G. M. Dennison, Chief Academic Officer, reviewed the Campus Items proposed for placement on the Board Agenda as Consent Items:

**A. CSU-Fort Collins**

1. Sabbatical Leave Requests: The Board reserves the authority to approve requests for Sabbatical Leave Requests recommended by the Presidents in accordance with established policies. The Committee agreed to recommend approval by the Board.
2. "Preface" to Faculty Handbook: The Committee requested discussion and revision of the language during the August meeting. As a result, the Campus and General Counsel revised the language and reached consensus. The Committee agreed to recommend approval by the Board.
3. Revision of Peer Group: The proposed peer group consists of similar institutions, with some minor modifications of the earlier list. Dennison reported favorable discussions with the CCHE staff. The Committee agreed to recommend approval by the Board.
4. Fall 2011 Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.
5. Faculty Emeritus Appointments: The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. The Committee agreed to recommend approval by the Board.

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**B. CSU-Pueblo**

1. Sabbatical Leave Requests: The Board reserves the authority to approve requests for Sabbatical Leave Requests recommended by the Presidents in accordance with established policies. The Committee agreed to recommend approval by the Board.
2. Review of Mission Statement: In accordance with Board Policy concerning Campus Mission Statements, CSU-Pueblo reviewed its Mission Statement in light of the recent statutory change authorizing selected professional doctoral programs and recommended no change. The Committee agreed to recommend approval by the Board.
3. Revision of Peer Group: The proposed peer group consists of similar institutions, with some minor modifications of the earlier list. Dennison reported favorable discussions with the CCHE staff. The Committee agreed to recommend approval by the Board.
4. Fall 2011 Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.
5. Proposed Master of Science in Engineering: Dennison reviewed the proposal, noting its consistency with the Campus Role and Mission, its coherent curricular structure, its potential to serve needs within the region, and the responsive financing plan. The Committee agreed to recommend approval by the Board, with annual reports for each of three years following implementation concerning enrollments and revenues.
6. Proposed Doctor of Nursing Practice: Dennison reviewed the proposal, noting its consistency with the Campus Role and Mission, its coherent curricular structure, its potential to serve needs within the region, and the responsive financing plan. The Committee agreed to recommend approval by the Board, with annual reports for each of three years following implementation concerning enrollments and revenues.

**B. CSU-Global**

1. Proposed Comparison Group: The proposed comparison group consists of similar institutions, with some for-profit institutions included for information. Dennison reported favorable discussions with the CCHE staff. The Committee agreed to recommend approval by the Board.
2. Fall 2011 Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.

**Mandated System Performance Contract and Other Reports**

**A. CSU-Fort Collins**

1. Faculty Workload Report: In August, the Committee requested a new format for the report, one that presents relevant data comparisons with peer institutions for the information of the Board. The Committee reviewed the proposed format and found it useful, but requested the addition of definitions for the data elements. Dennison and the Provosts will add the definitions for subsequent consideration.

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2. INTO Affiliation: Provost Miranda reported on progress in discussions with INTO concerning the recruitment and education of international students. The Committee asked questions about the purpose and design of the program and expressed support for it. Because of the nature of the proposed contract, President Frank will discuss it with the Executive Committee.
3. Program Review Schedule for 2012-2013: CSU-Fort Collins will review the quality, success, and responsiveness of the listed academic programs during 2012-2013 and report the results during 2013-2014. The summary reports will indicate actions taken to assure quality and sustainability. The Committee agreed to recommend approval by the Board.
4. Performance Contract Reports: Under the System Performance Contract, the institutions must report annually on designated performance areas. The Board reserves the authority to approve the reports for submission to the CCHE. Dennison noted that CSU-Fort Collins had met all but one of the targets and has instituted plans and programs designed to assure success beyond the targets. The CCHE has not yet decided how to handle the annual reports in the light of the new performance contracts scheduled for development during the next 12 months. In any event, the System will stand ready to respond as needed. The Committee agreed to recommend approval by the Board for submission of the following reports:
  - Retention and Graduation Report
  - Underserved Students Report
  - Outcomes Assessment Report
  - Graduate Education Report
  - Underrepresented Teachers Report
  - Licensure and Other Qualifier Report
  - Workforce and Economic Dev'p'nt Report

**B. CSU-Pueblo**

- 1 Faculty Workload Report: In August, the Committee requested a new format for the report, one that presents relevant data comparisons with peer institutions for the information of the Board. The Committee reviewed the proposed format and found it useful, but requested the addition of definitions for the data elements. Dennison and the Provosts will add the definitions for subsequent consideration.
- 2 Program Review Schedule for 2012-2013: CSU-Pueblo will review the quality, success, and responsiveness of the listed academic programs during 2012-2013 and report the results during 2013-2014. The summary reports will indicate actions taken to assure quality and sustainability. The Committee agreed to recommend approval by the Board.
- 3 Performance Contract Reports: Under the System Performance Contract, the institutions must report annually on designated performance areas. The Board reserves the authority to approve the reports for submission to the CCHE. Dennison noted that CSU-Pueblo had not yet met all of the targets, especially those concerning retention and graduation, but has instituted plans and programs designed to assure success beyond the targets. In addition, CSU-Pueblo needs to

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“close the loop” with regard to problems identified during program reviews and outcomes assessments. The CCHE has not yet decided how to handle the annual reports in the light of the new performance contracts scheduled for development during the next 12 months. In any event, the System will stand ready to respond as needed. The Committee agreed to recommend approval by the Board for submission of the following reports:

- Retention and Graduation Report
- Underserved Students Report
- Outcomes Assessment Report
- Graduate Education Report
- Underrepresented Teachers Report
- Licensure and Other Qualifier Report
- Workforce and Economic Dev’p’nt Report

**C. System Repots**

- 1 Academic Quality Formats: Dennison and the Provost will provide new formats during the coming meetings that will cover most of the data elements included in the performance contract reports and any others of interest to the Committee and the Board. The reports will take the form of “dashboard indicators,” with definitions of terms included.
- 2 CCHE Master Plan Process: Dennison noted that the CCHE began with the “Degree Dividend” but has moved on with the adoption of four goals based on the “Dividend” document for inclusion within the Master Plan for Higher Education. The goals focus specifically on 1) increasing the number of degrees awarded annually so as to bring the level of degree attainment in Colorado to 60% of the state population; 2) closing the attainment gap between the majority and minority populations, paying attention as well to adverse disparities for first-generation, rural, urban, and low-income students; 3) reducing or eliminating the need for remediation for entering college students; and 4) assuring appropriate funding for the achievement of these goals, while also adjusting the balance of support from the current 30% state-appropriated, 70% tuition support to a 50-50 mix. Discussion of specific strategies for the achievement of these goals will occur over the next twelve months, culminating in a new Master Plan in Spring 2012 and new performance-based or incentive contracts for the Systems and campuses scheduled for announcement in December 2012. It seems clear that the CCHE will seek some form of outcomes targets rather than relying on inputs (enrollments).
- 3 Task Force on PWR Diploma Endorsement: Dennison reported that the Task Force has completed its work and that each member of the Board will soon receive a letter outlining the criteria for the PWR Endorsement. The Endorsed Diploma, by statute, is voluntary for School Districts and requires advance approval by the Governing Boards of Colorado institutions of higher education prior to implementation. An Endorsed



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Diploma warrants that a recipient high school graduate has the required academic preparation for college-level work without remediation and has gone beyond the formal requirements for a high school diploma. PWR indicates Postsecondary and Workforce Readiness (College and Career Readiness elsewhere in the country).

- 4 Discussion: The Committee discussed the high incidence of the need for remediation among entering college students and the rising debt loads among college graduates. Dennison reported that roughly 35% entering college freshmen nationally require remediation. The proportion in Colorado runs roughly the same. Without correcting that problem, the United States can never reclaim world leadership in the educational attainment of its citizenry. In addition, Dennison noted the inclination to label student loans as a “blight on the higher education landscape.” However, since college has become essential for success in the modern world, and costs continue to increase even as state governments find it difficult to maintain appropriations, loans provide the only viable alternative. Experts on student loans argue persuasively that most student borrowers have reasonable debt loads in light of the continuing wage premium of a college degree. Problems have occurred, especially during the economic downturn of recent years. However, the majority of the serious problems have developed within the for-profit sector and among students who secured private loans without the protections that federal loans offer. A data point worth bearing in mind: For-profit institutions account for 10 percent of the students and nearly 50 percent of the defaults. The Committee may wish to review student loans as a topic for future discussion.

**NEXT MEETING.**

- Date: 10 January 2012, 10:00, A.M., to 12:30, P.M.
- Place: System Office, Denver
- Tentative Agenda Items
  - 1 Workload Formats Revised
  - 2 Quality Indicators – Outcomes Assessment (R. Miranda)
  - 3 Sabbatical Reports (Prior Year)
  - 4 Program Review Reports (Prior Year)
- Campuses must submit Agenda Items for Inclusion in the Agenda on or before 3 January 2012.

The Committee adjourned at 3:00, P.M.

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CSUS System Office, Denver  
10 January 2012  
MINUTES**

**CALL TO ORDER**

D. Horrell, Chair, called the meeting to order at 10:00, A.M.

**ROLL**

**Committee Members Present:** M L. Makepeace, Board Member; C. Makela, CSU-Fort Collins Faculty Representative; and K. Proctor, CSU-Pueblo Faculty Representative.

**Others:** G. M. Dennison, CSUS Chief Academic Officer; S. Bell., Executive Secretary to the Board; J. Bellum, Provost, CSU-Global; R. Miranda, Provost, CSU-Fort Collins; R. Kreminski, Interim Provost, CSU-Pueblo; S. Teufel, Assistant to the Executive Secretary

**SYSTEM ITEMS**

G. M. Dennison, Chief Academic Officer, reviewed the Campus Items proposed for placement on the Board Agenda as Consent Items:

**A. CSU-Fort Collins**

1. Sabbatical Leave Reports: The Board approves reports for Sabbatical Leave taken during the prior year. The Committee agreed to recommend approval by the Board.
2. Faculty Emeritus Appointments: The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. The Committee agreed to recommend approval by the Board.

**B. CSU-Global**

1. Spring 2012 A Graduates: The Board reserves the authority to approve the conferral of degrees on all students who have fulfilled the requirements. The Committee agreed to recommend approval by the Board.

**Reports**

**A. CSU-Fort Collins**

1. Faculty Workload Report: During the December meeting, Board Members requested the inclusion of definitions so as to clarify items reported. The Committee reviewed the proposed format and definitions, raising questions about the significance of the trends noted. Dennison commented that the definitions enable peer comparisons, the basic purpose of the report. Importantly, the faculty definitions parallel those used for salary studies as well. With regard to the data presented, CSU-Fort Collins compares very favorably with peers. However, the close analysis reveals that CSU-Fort Collins has found it necessary to rely more heavily on adjuncts or temporary instructors than the peers. Miranda noted that the rising student-faculty ratio reveals that the campus has found it difficult to add faculty as enrollment increases, resulting in larger class sizes. Board Members asked if lack of class availability might result in delaying graduation. Miranda responded that the University intervenes to assure that such delays do not occur. The Committee agreed to recommend approval by the Board.

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2. Outcomes Assessments Report Discussion: R. Miranda reported on the use of PRISM to assess outcomes in the majors across the campus. PRISM provides a flexible and robust system to identify problem areas within curricula for attention. CSU-Fort Collins received commendation for the implementation of the system during the last accreditation visit. The Chair inquired about the mechanisms to assure attention to identified problem areas. Miranda that the University shares the PRISM reports with the University Assessment Committee and all others on campus. In addition, as observed by C. Makela, PRISM reports inform program reviews and require attention by the Departmental faculty. However, it seems clear that PRISM does not focus on those general traits, competencies, and insights expected of an educated person – i.e., critical thinking, creativity, and the like. Miranda agreed but noted that the University also relies on other assessment instruments to assess graduates, such as the NSSE (Student Engagement) and CLA (higher order learning and skills). Following robust discussion, the Chair asked Dennison and the Provosts to identify all the assessment instruments – including PRISM, NSSE, CLA, and any others -- used on the campuses and develop a report for the Committee and the Board to indicate purpose and results. As part of the exercise, the Chair requested specifically that the group structure a formatted report so as to inform the Board about learning outcomes achieved.

**B. CSU-Pueblo**

1. Faculty Workload Report: The CSU-Pueblo Workload Report parallels the CSU-Fort Collins counterpart report, but with differences in definitions because of the differences between the two institutions. The Chair noted as well that the CSU-Pueblo report read differently than the CSU-Fort Collins report. Dennison requested that Provost Kreminski make the appropriate revision for inclusion in the Board Agenda. The Committee discussion focused on most of the same issues mentioned during the discussion of the CSU-Fort Collins report. Kreminski mentioned some data questions for further clarification in succeeding report. The Committee agreed to recommend approval by the Board.

**C. CSU-Global**

1. Faculty Workload Report: The CSU-Global Faculty Workload Report differs considerably from the other two counterpart reports because of the unique role and mission of CSU-Global. Provost Bellum explained that the report seeks to provide timely information to the Board about workload issue for the Global campus. The Committee agreed that the benchmark data will become useful in coming years to assess developments at CSU-Global in comparison to other similar institutions. The Committee agreed to recommend approval by the Board.

**D. System**

1. PWR Diploma Report: Dennison reviewed the process to develop the Postsecondary and Workforce Readiness Endorsed Diploma required by Colorado statute. The Endorsed Diploma will certify that the recipient has satisfied all graduation requirements; meets the existing admission standards for open, modified open, and moderately selective Colorado institutions of

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high education *without need for any remediation* but subject to possible placement depending on the major; has developed competencies in the use of the required 21<sup>st</sup> century skills; and has also demonstrated excellence in three academic areas – recommended to increase to four areas in 2016. Selective and highly selective institutions have only to accord priority consideration, as defined locally. If approved, districts have the discretion to choose whether to offer the opportunity for certification to graduates. However, implementation for such voluntary use requires the prior approval of the governing boards of Colorado institutions of higher education. If the governing boards approve the proposal, the Department of Education and Colorado Commission on Higher Education will jointly adopt a resolution to establish the Endorsement. In the very near future, all Board Members will receive a copy of the proposal requesting approval. Dennison served on the Task Force and supports the Endorsed Diploma proposal, arguing that its implementation will help immensely in the effort to assure appropriate academic preparation of graduating seniors for college or career. The Agenda attachment contains the details of the proposal. The Committee agreed to have a recommendation for the Board for the February meeting.

**NEXT MEETING**

- Scheduled Date: 10 April 2012, 10:00, A.M., to 12:30, P.M. NOTE: Dennison and the Provosts will discuss the Agenda and confirm the date or recommend a change.
- Place: System Office, Denver
- Tentative Agenda Items
  - 1 Outcomes Assessment Instruments, Purposes, and Results
  - 2 Excellence in Undergraduate Teaching Award
  - 3 Off-Campus Programming (Initial Site- and Program-Specific)
  - 4 Spring Graduates
  - 5 Faculty Handbook Items (Routine Matters)
- Campuses must submit Agenda Items for Inclusion in the Agenda on or before 30 March 2012.

The Committee adjourned at 12:10, P.M.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
BOARD OF GOVERNORS MEETING MINUTES  
December 7, 2011**

**CALL TO ORDER**

Committee Chair Joe Zimlich brought the public meeting to order at 8:03 a.m.

**ROLL**

**Governors present:** Don Elliman, Treasurer; Ed Haselden, Secretary; Dennis Flores; Scott Johnson; Mary Lou Makepeace; Patrick McConathy; Penfield Tate III; Carole Makela, Faculty Representative, CSU-Fort Collins; Kristina Proctor, Faculty Representative, CSU-Pueblo; Eric Berlinberg, Student Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo.

**Administrators present:** Joseph Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President Designee, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer; Allison Horn, CSUS Auditor; George Dennison, CSUS Chief Academic Affairs Officer.

**Board of Governors Staff present:** Sheila Trice Bell, Executive Secretary to the Board of Governors; Sharon Teufel, Executive Assistant.

**System Staff present:** Adam Fedrid; Allen Sneesby; Melanie Geary.

**Guests:** Jon Bellum, Sr. Vice President & Provost, CSU-Global; Robin Brown, Vice President for Enrollment and Access, CSU-Fort Collins; Farrah Bustamante, CPC, CSU-Fort Collins; Kathleen Delhoy, Senior Associate & Vice President, VPRA, CSU-Fort Collins; Peter Dorhout, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Mike Feeley, Brownstein Hyatt Farber Schreck LLP; Wendy Rich-Goldschmidt, Police Chief, CSU-Fort Collins; Kyle Henley, Director of Denver Public Relations, CSU; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Richard Kreminski, Dean, School of Science & Math, CSU-Pueblo; Melissa Kuipers, Brownstein Hyatt Farber Schreck LLP; Julio Leon, Past Interim President, CSU-Pueblo; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; David Mornes, Chair, Administrative Professionals Council, CSU-Fort Collins; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Toni-Lee Viney, Vice Chair, Administrative Professionals Council, CSU-Fort Collins.

## **PUBLIC COMMENT**

The Chair opened the meeting by asking for public comment, of which there was none offered.

## **BOARD CHAIR AGENDA**

Chair Zimlich reported the first item on the Board Chair Agenda was a resolution from the Board to appoint Dr. Lesley Di Mare as President of Colorado State University Pueblo. CSUS General Counsel Michael Nosler read the resolution. Governor Mary Lou Makepeace moved for approval of the resolution, Governor Penfield Tate seconded, and the motion was unanimously approved.

The second item on the Board Chair agenda was to seek a motion for approval to change the upcoming Board retreat and meeting dates to February 7, 8, and 9, 2012. Governor Dennis Flores made the motion, Governor Mary Lou Makepeace second, and the motion was unanimously carried.

Chair Zimlich explained the interim leadership structure that would be in place while the search for the Chancellor is conducted and, as of December 31<sup>st</sup>, Joseph Blake would step into his new role as Special Advisor to the President of Colorado State University. This interim structure will require additional involvement and output from the three campus presidents as well as the Chair.

Chair Zimlich listed the upcoming events:

- The holiday reception to be held in Denver, December 14;
- CSU-Fort Collins commencement, December 16-17;
- The National Western Stock Show, January 7-22 with the Boots & Business Luncheon on Friday, January 6, and CSU Day on January 14;
- The 1870 Dinner at CSU-Fort Collins, February 4;
- The Board Meeting/Retreat in Pueblo, February 7-9;
- CSU Founder's Day at the State Capitol, February 10;
- The Association of Governing Boards Conference, April 22-24.

Chair Zimlich recognized Governor Makepeace for receiving the 2011 Hero Award from the PeaceJam Foundation. He announced Governor Scott Johnson was recently appointed to serve on the Board of Directors of the Colorado Humane Society & Society for the Prevention of Cruelty to Animals. Chair Zimlich thanked Dr. Peter Dorhout, who is leaving to become the Dean of the College of Arts and Sciences at Kansas State University, for his work at CSU.

## **EXECUTIVE SESSION**

Chair Zimlich asked CSUS General Counsel Michael Nosler to read the Board into Executive Session, which was done at 8:15 a.m. The meeting reconvened in Public Session at 11:15 a.m.

## **STUDENT AND FACULTY REPORTS**

### **Faculty Reports**

Governor Carole Makela, Faculty Representative, CSU-Fort Collins, reported on the new CSU STEM Center (Science, Technology, Engineering and Math) and the new CSU Center for Agricultural Energy. She referenced the changes to the preface of the Academic Faculty and Administrative Professional Manual and commented on the Graduate Teaching Certificate Program. Other recent events highlighted by Governor Makela were Native American Heritage Month; the Veterans' Week; the Colorado Combined Campaign; and an upcoming Professional Development Institute, January 9-11. She mentioned the recent survey issued by President Frank and Provost Miranda regarding the work environment on campus, noting the closing date for the survey is January 6, and informed the Board of the College of Agriculture's annual poinsettia sale.

Governor Kristina Proctor, Faculty Representative, CSU-Pueblo, recognized and thanked Provost Dorhout for his service to the campus. She expressed the faculty's appreciation for the work Interim President Leon completed while serving on the CSU-Pueblo campus and welcomed President Di Mare, the new President of CSU-Pueblo.

Governor Proctor thanked Chancellor Blake for his service and conveyed the traits and characteristics the faculty indicated they wished to see embodied in the new Chancellor. She commented on the faculty's dissatisfaction with the process by which the Interim Provost was selected. Governor Proctor expressed appreciation for tabling the discussion on changes to the academic calendar until the new CSU-Pueblo President is on board and has had the opportunity to meet with the Calendar Advisory Group.

Governor Proctor indicated that the movement of the faculty to become unionized has continued to grow with 70 signatures on the petition required to move that question to an official vote of the faculty as a whole. She reported the Faculty Senate has been working on an online tool to gather student feedback for the evaluation of professors and that the major concern with switching to an online program is the lack of student participation.

### **Student Reports**

Governor Eric Berlinberg, Student Representative, CSU-Fort Collins, reported on ASCSU activities since the previous Board meeting, including collaboration on a November 9<sup>th</sup> development event to increase awareness of CSU donors. He gave an update on expansion of the Ram Ride program and the collaborative efforts to implement a late night bus route called Safe Ride Home. Governor Berlinberg distributed t-shirts to Board members. The t-shirts were part of the "Forever Green" program's annual t-shirt design contest and campus-wide distribution of the t-shirts to increase a sense of community.

Governor Berlinberg distributed a report on an ASCSU-sponsored Gripe to the Government event in which students were invited to air their grievances to the student representatives. He reported the ACSCU is meeting with a student lobbyist to prepare for the upcoming legislative session and ACSCU representatives attended the Joint Budget Committee briefing on higher education. Governor Berlinberg highlighted the Ram Leadership Team that provides mentoring to first and second year students. He concluded his report by thanking Governor McConathy and Governor Elliman whose terms end December 31, and presented a token of gratitude to Chancellor Blake on behalf of the student body for his work as Chancellor.

Governor Isaiah McGregory, Student Representative, CSU-Pueblo, highlighted the dedication of the renovation of the Vietnam Memorial on November 11<sup>th</sup>, recognizing all soldiers from Colorado whose lives were lost in that conflict. He commented on the student center renovation and described a program similar to the Fort Collins "Gripe to the Government," in which there was a productive dialogue with students regarding campus parking, the student center, MTVU, and the academic calendar. Another issue being addressed by the CSU-Pueblo student government is institution of bi-weekly pay with research on feasibility being conducted. Governor McGregory reported that the safety walk of campus was successfully completed with most of the lighting issues now resolved and the installation of a complete call box system.

### **CHANCELLOR AND SYSTEM REPORTS**

Chair Zimlich, on behalf of the Board of Governors, thanked Chancellor Blake for his high level of service to the CSU System and the citizens of Colorado as the first stand-alone Chancellor for the System.

Chancellor Blake highlighted the Veterans' Day unveiling and rededication of the Southeast Asia memorial at CSU-Pueblo. He commended Governor Berlinberg and Governor McGregory for their efforts in working toward leadership from the students' point of view.

Chancellor Blake reported that he is involved with developing a new unique lecture series. He will participate in the December CSU-Fort Collins graduation ceremonies and will represent President Frank in honorary degree conferral to Pete Coors. Chancellor Blake thanked the Board for allowing him this transitional opportunity, and thanked specific Board members, campus Presidents and leadership, and the System executive staff and office personnel for all of their assistance.

Chancellor Blake recapped the Strategic Plan updates, noting that CSU-Fort Collins exceeded their goal to expand their Honors Program by 350 students annually for the 2011-12 academic year and that research grant proposals and awards have been doing well with invested assets of almost \$287 million. He noted his personal concerns about student debt load. Chancellor Blake commended Dr. Leon for his personal efforts to recruit top students into the CSU-Pueblo Honors program and Dr. Takeda-Tinker for CSU- Global's outstanding retention rate of 91 percent.

The Board recessed for lunch at 12:07 p.m. and reconvened at 12:21 p.m.



## **PRESIDENTIAL REPORTS**

### **CSU-Fort Collins**

President Tony Frank reported on the success of an event hosted November 4<sup>th</sup> at the Community College of Aurora Campus on how to facilitate transfers from community colleges to CSU. He commended Amy Parsons, Vice President-University Operations, CSU-Fort Collins, and her team for another year with no increases in benefits costs.

President Frank commented on the partnership with Coca-Cola that includes the CSU Coca Cola Water Scholars program in which Coca-Cola will be donating \$1 million over the next 10 years to sponsor juniors and seniors to encourage and support joining CSU's water program with four partner universities in China. He recapped the natural gas symposium sponsored by The Center for the New Energy Economy, the Clean Energy Supercluster and Diana Walls' School of Global Environmental Sustainability. He pointed out that he had included some of the IPEDS report slides in his report.

President Frank commented on two employee groups, the Administrative Professionals and the State Classified Personnel, who typically do not receive much attention from the Board and who are not represented specifically within the Board, but do have their respective councils. He provided a brief description of the functions and importance of these two groups. Amy Parsons introduced Farrah Bustamante, Chair of the State Classified Personnel Council, David Mornes, Chair of the Administrative Professionals Council, and Toni-Lee Viney, the Vice Chair, of the Administrative Professionals Council, who each spoke briefly to the Board about how their councils operate, the governance of each class of employee, and how their councils support the campus and the employees.

Governor Makepeace moved to approve the Griffin Foundation Gymnasium and Community Room naming opportunity resolution. Governor McConathy seconded and the motion was unanimously approved.

Governor Elliman moved to approve the resolution to partner with INTO on recruitment of international students and more study abroad opportunities through the Pathways Program. Governor Makepeace seconded and the motion was unanimously approved.

Governor Makepeace moved to approve the resolution authorizing the Phase I renovation of Moby Arena using \$1.5 million of CSU-Global's loan repayment and up to \$3 million of unbudgeted tuition revenue from enrollment overages. Governor Tate seconded and the motion was unanimously approved.

Governor Elliman moved to approve the resolution advanced by the Finance Committee to clean up some general language regarding the CSU/CSURF municipal lease program. Governor Makepeace seconded and the motion was unanimously approved.

Governor Makepeace moved to approve the resolution for renewal of a CSURF line of credit program related to the equipment leasing program. Governor Tate seconded and the motion was unanimously approved.

Governor Don Elliman moved to approve the resolution on the limited indemnification of Price Waterhouse Cooper. Governor Tate seconded and the motion unanimously approved.

### **CSU-Pueblo**

Chancellor Blake thanked George Dennison, the CSUS Chief Academic Affairs Officer, for his work, and thanked Dr. Julio Leon, former Interim President, CSU-Pueblo and his wife, Vivian for their contributions to CSU and the Pueblo community. He introduced Dr. Lesley Di Mare for her first report as President of CSU-Pueblo.

President Di Mare indicated she had requested Dr. Julio Leon give the report but he declined because her appointment by the Board as President was imminent. At the request of Chancellor Blake, Dr. Leon agreed to say a few words at the conclusion of President Di Mare's presentation. President Di Mare noted that, through the volume of emails and correspondence received, she was impressed with the level of involvement of the CSU-Pueblo campus in the community and indicated this was a large factor in her decision to accept the position. She thanked the CSU-System and the Board of Governors, Dr. Leon, and the other Presidents for all they had done to welcome her and assist her in transitioning into her new position. President Di Mare asked Dr. Leon to make his farewell remarks.

Dr. Leon thanked the Board, the Chancellor, President Frank, Dr. Peter Dorhout, and the CSU-Pueblo management team for the opportunity to work at CSU-Pueblo and all of their assistance during his interim tenure. He introduced new Interim Provost, Dr. Rick Kreminski. He then addressed his great concerns over the academic calendar issue, linking the shortened academic year of CSU-Pueblo to the struggles that the campus has in establishing and maintaining a reputation for academic excellence.

### **CSU-Global**

President Becky Takeda-Tinker presented a short video on CSU-Global. She reported on CSU-Global's first alumni survey, noting that a vast majority of graduated students felt that CSU-Global helped them achieve their professional goals with over 90 percent either generally satisfied or very satisfied with their overall experience at CSU-Global. President Takeda-Tinker then made special presentations of gratitude for help with the accreditation process to Chancellor Blake, Governor Horrell, CSUS CFO Rich Schweigert, Dr. Peter Dorhout, and Governor McConathy.

## **LEGISLATIVE LOBBYISTS**

Chair Zimlich asked Rich Schweigert, CSUS Chief Financial Officer, to introduce the two lobbyists representing the CSU System in the legislature, Michael Feeley and Melissa Kypers of Brownstein Hyatt Farber Schreck LLP. Mr. Feeley spoke of the upcoming budgetary and legislative challenges and his firm's strategy and action plan for mitigating cuts and preventing legislation detrimental to the CSU System. He closed by congratulating Chancellor Blake on his upcoming transition.

## **COMMITTEE REPORTS**

### **Academic Affairs Committee**

Governor Mary Lou Makepeace was called upon to give the Academic Affairs Committee report, in place of Governor Horrell who was not present. As the Consent Agenda items were all included on the certification, CSUS General Counsel Michael Nosler advised that they would not have to be read and would be covered when the consent agenda as a whole was presented for a vote.

### **Audit Committee**

Governor Scott Johnson reported the committee meeting mainly focused on the problems with CSU-Pueblo's Accounts Receivables Audit Report, the 35 action items contained therein, and plans to address each action item. He indicated there were copies of that report available for Board members.

### **Student Affairs Committee**

Governor Patrick McConathy reported that, since all Board members were present at the committee meeting, he had nothing to add to what was covered in the committee meeting. He thanked the campuses for their presentations during the Student Affairs Committee meeting.

### **Real Estate/Facilities Committee**

Chair Zimlich presented the report from the Real Estate Committee, noting that the primary item for discussion was the Moby Arena Phase I renovation upon which the Board had favorably voted.

### **Finance Committee**

Governor Don Elliman reported the Finance Committee forwarded two resolutions which had been previously approved. He moved that the Board of Governors approve the resolution to

approve a plan of financing of Colorado State University Enterprise Revenue bonds. The motion was seconded by Governor Makepeace and unanimously approved.

### **Chancellor Search Advisory Committee**

Governor Patrick McConathy reported that Storbeck & Pimentel, the same search firm engaged for the CSU-Pueblo Presidential Search, has been engaged for the Chancellor Search. The committee is currently developing the prospectus and gathering input from stakeholders.

### **CONSENT AGENDA**

Chair Zimlich asked CSUS General Counsel Michael Nosler to present the sections of the Consent Agenda that had not yet been voted upon. Governor McConathy moved to approve the Consent Agenda, Governor Tate seconded, and the motion was unanimously approved.

### **FINANCIAL AID PRESENTATION**

Chair Zimlich asked President Frank to provide a financial aid overview. President Frank introduced Robin Brown, Vice President for Enrollment and Access, CSU-Fort Collins, who presented a slide presentation that included information on total cost of attendance; income standards for various governmental programs; different sources of financial aid distributed through her office such as loans, scholarships and Pell Grants; academic profiles; and distribution of financial aid based on resident versus non-resident status and need-based versus merit financial aid.

Chair Zimlich, on behalf of the Board of Governors of Colorado State University, thanked Governor Patrick McConathy for his work and dedication to CSU-System and the Board of Governors.

There being no further business, the Chair adjourned the meeting at 1:49 p.m.

MATTERS FOR ACTION:

New Degree Program: Plan C Master of Professional Natural Sciences – College of Natural Sciences

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Natural Sciences, to establish a new Plan C Master of Professional Natural Sciences. If approved, this degree program move will be effective Fall Session 2012.

EXPLANATION:

Presented by Tony Frank, President.

The Master of Professional Natural Sciences degree programs are intended to qualify for designation as “Professional Science Master’s” programs by the Council of Graduate Schools. Such degree programs combine training in a scientific discipline with relevant course work in workplace skills, such as management, communication and regulatory affairs. The goal is to prepare students for jobs in science - and technology-based industries by providing them with enhanced scientific knowledge and the professional skills sought by employers.

Discipline specific specializations within the Master of Professional Natural Sciences degree will be developed to meet industry needs. The program will be administered by the College of Natural Sciences.

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: Sabbatical Summaries 2010-2011

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the sabbatical summaries for sabbaticals taken in 2010-2011 as submitted by Colorado State University.

EXPLANATION:

Presented by Tony Frank, President

Summaries of sabbatical leaves taken are submitted annually to the Board of Governors for their review.

### **Sabbatical Leave Policy**

The sabbatical leave policy for Colorado State University faculty is addressed in Section F.3.4 in the Academic Faculty and Administrative Professional Manual. CSU offers academic faculty members the possibility of sabbatical leaves at any time after six years have elapsed since the faculty member's initial appointment or most recent sabbatical leave.

The faculty members seeking sabbatical leave shall follow the procedures established by his/her academic unit. College deans or the Dean of Libraries shall forward the names of faculty members recommended for sabbatical leave along with a detailed sabbatical plan to the Provost/Executive Vice President. The detailed plan shall specify how the sabbatical will result in the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise. Faculty members cannot be absent for more than two academic semesters in cases of faculty on nine month appointments, and no more than one calendar year for faculty on 12 month appointments.

#### **College of Agricultural Sciences**

##### **W. Marshall Frasier - Agricultural and Resource Economics**

Dr. Frasier invested his leave time to build a better understanding of useful and appropriate vehicles to the development of online curricular materials that will provide a basis for his academic unit to perform at the highest level possible. This was accomplished first by developing materials for courses for which he has specific responsibilities and then sharing what he has learned with faculty in his department. During the leave, he continued to work on current contract and grant obligations as these reinforce his research capacity as a faculty member at CSU.

With the sabbatical leave now complete, Dr. Frasier is working to bring this new-found knowledge to bear immediately on programs in his department and college. He has developed first-rate materials that will not only support his efforts in distance education, but are already being used in support of his obligations in resident instruction. He has developed support materials for other members of the DARE faculty to support web-based delivery of content for both distance and blended learning environments. This includes demonstration materials for design elements and workflows that he has found useful in his experience. He has already presented a seminar to the Department to summarize these findings in an interactive and descriptive manner and is scheduled to do so for the College of Agricultural Sciences as part of the Master Teacher Workshop series.

### **College of Applied Human Sciences**

#### **Zeynep Biringen - Human Development and Family Studies**

During her sabbatical, Dr. Biringen accomplished an enhancement in the number and quality of her grant submissions as well as the number and, likely, impact of research outputs. She co-edited a Special Section in a high quality peer-reviewed journal with respect to a conceptual framework and measurement system (Emotional Availability/Emotional Availability Scales). She co-developed, featuring numerous prolific and well-respected researchers in the field, where the goal was to integrate this assessment an area within the broader field of developmental psychopathology. She brought together evidence from over 100 peer-reviewed publications for this purpose. She submitted federal grants in multiple areas of research inquiry, with some being entirely “new” (but highly fundable) research topics.

Dr. Biringen had an opportunity to collaborate with new colleagues and she was able to move into new research arenas. She collaborated with colleagues in the Hemophilia & Thrombosis Center (HTC) as well as at the Centers for American Indian & Alaska Native Health, both at UC-Denver. At the international level, she was invited to collaborate on a large longitudinal study of Norwegian children/families, focusing on child care, mental health issues in 1,000 children (randomly selected from 4,000). She was able to spread the message related to her area of research in parts of the world that were not previously knowledgeable about her area in infant mental health (e.g., Turkey). This sabbatical provided the opportunity for her to move into new research areas, including children with chronic illness and “toxic stress”.

#### **Soo Kang - Food Science and Human Nutrition**

Dr. Kang spent her sabbatical year in South Korea, where she worked as an international scholar in the College of Hotel and Tourism Management at Kyung Hee University. The College is the largest and most well-known tourism program in the country, with more than 1,200 undergraduates, 200 graduate students, and 32 faculty members. She actively engaged in research, teaching, and service representing Colorado State University. She had the opportunity to collaborate with a number of Korean scholars engaged in hospitality research and practice which has resulted in publications and manuscripts currently under review.

She gained a broader international perspective on the hospitality industry as a result of her collaborative work in Korea and will have substantially more information and different perspectives brought to bear on both her future research and teaching. She is in a better position to provide her students with real-world international business cases and trends in her discipline, which will help internationalize the hospitality management curriculum at CSU. The collaborations developed during her sabbatical will be maintained and enhance her opportunities for future international research.



## **College of Business**

### **Jeffrey Casterella - Accounting**

Dr. Casterella completed and published a paper in the November 2010 issue of *Auditing: A Journal of Practice and Theory*. This journal leads all other specialized accounting journals with multiple appearances as a top 5 accounting journal.

His second goal for this sabbatical was to get two other papers back on track including updating the datasets necessary to publish the research. He and his colleagues decided to change their plans for the two working papers on audit failures. Although the data had been collected and models run, the data needed updating to include more recent failures. He and his coauthors decided to hand collect new data and to combine the two paper ideas into one and aim it for one of the top three journals. The primary focus of the combined paper is whether, and under what conditions, the duration of an auditor's relationship with a client influences auditor judgment and audit quality. This paper will provide important information to auditors, financial statement users and regulators.

Dr. Casterella and his colleagues formulated a plan for a new third paper on audit fees and competition. This paper will investigate the effect of auditor specialization and industry concentration on the cost of audit services. Their study is motivated by the proposition that specialization will allow excess profits only in the absence of competing specialists.

He continued to keep up with his service commitments which included being co-advisor for the accounting honorary organization. He spent time analyzing the delivery of ACT601. This course examines and evaluates significant controversial issues facing auditing practice and includes a module on professional ethics. During the sabbatical, he prepared materials to assist students in reading otherwise difficult research papers.

### **K. Douglas Hoffman - Marketing**

During his sabbatical, Dr. Hoffman accomplished the following:

1. Served as Visiting Professor, Thammasat University, Bangkok, Thailand.
  - a. Taught graduate-level services marketing class.
  - b. Experienced bottom-of-the-pyramid markets in northern Thailand and Myanmar.
2. Revised on-line Principles of Marketing class for CSU.
3. Co-developed TILT Summer Teaching Retreat
4. Executed responsibilities as Editor of Marketing Education Review
5. Served as Coordinator for College of Business Master Teacher Initiative (MTI)
6. Served as University Coordinator for MTI
7. Presenter: Warner College of Natural Resources MTI
8. Drafted sales recovery manuscript targeted at a high quality marketing journal.

### **Sanjay Ramchander - Finance and Real Estate**

Dr. Ramchander spent his sabbatical as a Fulbright-Nehru Fellow at the Birla Institute of Technology and Science – Pilani (BITS), India. BITS is regarded as one of the premier higher education institutions in India, and offers a wide variety of undergraduate and graduate programs in the fields of engineering, sciences, and business economics.

As a visiting faculty member at BITS, he taught a course on “Business Analysis and Valuation,” and delivered several guest lectures on financial engineering, risk management and entrepreneurial finance. Teaching these courses provided him a first-hand perspective on the promise and challenges of Indian capital markets. He was invited to deliver a keynote address on “Corporate Social Responsibility” – a topic that is still in its infancy in developing markets. He participated in the *Fulbright Conference for American Scholars in India* and listened to several presentations on a wide range of topics that included the environment, energy, climate change, public health, business studies and economics, general and special education, literature, science and technology, music, society, development, and gender studies.

Dr. Ramchander was able to work on five research papers. Three of them have been recently accepted by the *Journal of Futures Markets*, *Journal of Banking & Finance*, and *Applied Financial Economics*. The other two papers are currently under journal review.

### **Leo Vijayasathy – Computer Information Systems**

Dr. Vijayasathy’s sabbatical helped him expand his research portfolio and enhance his teaching skills and strategies. He a) completed revisions on a manuscript and had it accepted and published in a high quality journal, b) prepared and submitted two manuscripts to journals for review, c) built software to conduct experiments and gather citations data, and e) drafted working papers for submissions to academic conferences.

On the teaching side, he a) enhanced a software tool to help students improve their writing, b) developed software to help instructors assess writing assignments, c) conducted an experiment to devise better methods to teach database querying skills, d) attended a Business Intelligence (BI) workshop to learn about the latest technologies in this field and gain insights into developing BI-centered certificates and programs of study, and e) explored theories on learning (e.g., cognitive load theory) and examined empirical results on software development techniques (e.g., Extreme Programming) to improve his teaching skills and methods.

## **College of Engineering**

### **Kenneth Reardon - Chemical and Biological Engineering**

Dr. Reardon's research group has used the tools of proteomics for more than ten years, and they continue to receive research funding for their work. His goal for this part of his sabbatical was to learn about the latest advances in proteomics and to become more familiar with new developments in transcriptomics and metabolomics and to learn about the application of these methods to plant, algal, and microbial systems relevant to bioenergy.

Dr. Reardon spent March and April 2011 at the University of Sheffield with the support of a Distinguished Visiting Professor Fellowship from the Royal Academy of Engineering. He worked with Ph.D. students and faculty members at Sheffield to begin the development of protein phosphorylation in algae. He attended three international proteomics conferences and learned more about the work that others were doing in the field of phosphoproteomics.

For more than 15 years, Dr. Reardon's group has worked on the development of biosensors and other methods for process monitoring in biotechnology. During this sabbatical leave, he had the opportunity to advance this aspect of his research program in two ways. First, he spent five weeks in January and February 2011 at the University of Hannover with support from the Alexander von Humboldt Foundation. During this time, he worked with researchers there to develop ideas on technologies that could be used to monitor algal cultivations. The development of an algal biofuels industry will involve extremely large cultivation systems and will require new technologies for measurement of the cells and their environment. They combined his knowledge of algal biotechnology with their experience with two measurement systems – spectroscopy and in-situ microscopy – and began some experiments in Hannover that are continuing. Second, he used some of his sabbatical leave to work on his newly launched biosensor company, OptiEnz Sensors, LLC. This included attending an SBIR workshop, developing contacts with potential customers and investors, establishing funded projects with companies to create biosensor applications for their needs and directing research projects funded by the Colorado OEDIT.

During his extended visits in Germany and the UK, he visited several other universities to learn about bioenergy policies in those countries and to explore opportunities for collaborations. In Germany, he visited the Technical University of Dresden and the Technical University of Kaiserslautern. In the UK, he visited Cambridge University and the University of York. He organized a bioenergy symposium at the University of Sheffield which featured speakers from several UK universities and a student poster competition. This was the first academic biofuels symposium held in the UK and was very well received. Dr. Reardon attended the 2<sup>nd</sup> Pan American Congress on Plants and Bioenergy in Sao Pedro, Brazil as an invited speaker. This international conference provided another opportunity to learn about international bioenergy policies as well as to promote bioenergy research and education activities at CSU.

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### **College of Liberal Arts**

#### **Ellen Brinks - English**

Dr. Brinks' work during her sabbatical leave consisted of writing two chapters for her book manuscript *Between Cultures: Anglophone Indian Women Writers, 1870-1920*; a final fifth chapter on the Indian nationalist poet Sarojini Naidu; and an introductory chapter descriptive of the project as a whole (90 pages). In addition, she worked on transitions between chapters, final editorial revisions to each chapter, and the creation of a bibliography for the book. She successfully found a publisher for the monograph and anticipates a contract in hand shortly.

#### **Michael Carolan - Sociology**

During his sabbatical, Dr. Carolan wrote two books, one peer-reviewed journal article (which was eventually accepted for publication), two peer-reviewed book chapters, and two book proposals (which eventually resulted in signed contracts). The value of these works lies in the tremendous international visibility that they bring to the Sociology Department, the College of Liberal Arts, and Colorado State University. He was recently at the University of Alberta, Canada, as the Keynote Speaker at a conference. This invitation was partially secured as a result of the two forthcoming books that he wrote while on sabbatical. In the last three months he has given five radio interviews for stations in the United States, Canada, and Australia. The main topic of these interviews centered on his forthcoming book, which was written while on sabbatical, *The Real Cost of Cheap Food*.

#### **Pamela Coke - English**

During her sabbatical semester, Dr. Coke completed qualitative research in a rural elementary school setting. She interviewed teachers, students, and administrators about their role in the transition from elementary to secondary school. She is continuing her research study in a middle school in the same rural school district where she has been able to interview teachers and administrators. In addition, she has been able to follow the same fifteen students she interviewed in the spring as they experience the transition from elementary to secondary school in real time. She is in the process of transcribing interviews and analyzing data. She has a course release in Spring 2012, when she will edit, revise, and submit the completed manuscript for publication.

In addition to conducting research in the field, she completed and submitted two manuscripts for publication. Both were accepted. The first article, "Incorporating Fishbowl Discussion: Engaging the Silent and Spirited in Productive Ways", appeared in the Spring/Summer 2011 issue of *Statement*, the Journal of the Colorado Language Arts Society. The editor of *The ALAN Review*, has offered Dr. Coke the option of revising her second manuscript, "Developing Academic Kinship, Meeting Rock Stars: What ALAN and NCTE Offer English Educators," to appear as an invited column in the Fall 2012 issue, the opening issue of the 40<sup>th</sup> anniversary

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volume, alongside former editors of *The ALAN Review*, past presidents, and noted scholars. Instead of being a submitted manuscript, this will be an invited column in a significant venue.

### **Jane Kneller - Philosophy**

Dr. Kneller used her sabbatical leave to revise, and in one case translate for publication, two papers which will appear in separate books as chapters in 2011. She wrote two completely new papers, one will appear as one of the lead chapters in another book and the other will appear in a further book. Both of these are scheduled for publication in 2011. Each of these papers will appear in presses that are internationally recognized and will be read by students and scholars not only in the United States and the United Kingdom, but also in Germany, Italy and areas outside of Europe. The papers are part of two larger monograph projects that she hopes to bring to completion within the coming year. The first is a book on the interconnection of Kant's aesthetic theory with his social theory, and the second is to be a collection of essays on the philosophy of the early German Romantics. Cambridge University Press has expressed an interest in both.

### **Janet Landreth - Music, Theatre, and Dance**

Professor Landreth's sabbatical project was the creation of an international competition and festival for keyboard instruments to be hosted by Colorado State University, in partnership with a newly proposed 501c3 non-profit corporation, and then "franchised" to other countries through licensing agreements and exchange programs with other universities and conservatories around the world. She wrote and established an exchange agreement (IMOU) with the Conservatory of Music in Perugia, Italy to host the IKOF in Italy and established a preliminary verbal agreement with Dong Eui University in Busan, Korea to produce the IKOF in Korea in 2013. The first IKOF will be held on the CSU campus in the first week of August 2012, in conjunction with a Summer Keyboard Institute (SKI) that she is developing. The extensive application for 501c3 non-profit status for IKOF has been completed and submitted to the IRS.

### **Marius Lehene – Art**

Professor Lehene produced the work for and organized two personal exhibitions in Romania, conducted a workshop and gave a public lecture at the University of Art and Design, Cluj-Napoca, Romania.

### **James Lindsay – History**

Dr. Lindsay's sabbatical was spent doing preliminary research and writing for a book and revising a previous manuscript. The new book, currently entitled *David and Muhammad: The Militant and the Irenic in Sacred Biography*, specifically targets three broad academic audiences, those studying Ancient Israel, early Islamic history, and comparative religion. He has conducted preliminary research and tentatively organized the book into six substantive chapters built around

major events in the lives of David and Muhammad as depicted in the biblical and Islamic traditions. The transformation of both David and Muhammad into the paradigms of piety within their respective religious traditions is the focus of the final chapters of the book. The revised manuscript is co-authored with Suleiman Mourad and entitled: *The Radicalization of Sunni Jihad Ideology in the Crusader Period*. Dr. Lindsay and Dr. Mourad submitted a proposal for the book to be used as a primary source reader of for college courses from the Crusader Period.

### **Jane Slusarski-Harris – Music, Theatre, and Dance**

During the fall of 2010, Professor Slusarski-Harris was on her first sabbatical in almost 23 years of teaching at CSU. The sabbatical project consisted primarily of Pilates and dance related research. Pilates and Iyengar Yoga benefit the training of dancers for a variety of reasons which impact neuromuscular coordination, stability, and mobility. Both of these practices create an increased awareness of how the body moves. They teach through active participation the principles of movement and the freedom that comes with integrating the body, mind, and spirit. All of this is critical to the achievement of the greatest range of expression in dance. An additional aspect of her dance sabbatical was travel to Spain, where she was able to learn more about the art of Flamenco in Sevilla and Cordoba.

### **John Straayer – Political Science**

The stated objectives of the sabbatical leave were to complete work on an edited book volume entitled *State of Change: Colorado Politics in the Twenty-First Century* and to begin another book project on Colorado government and politics, which would be suitable for both student and general public reading. The first project is complete and the University Press of Colorado has published the book; the second is under way but not yet complete.

The *State of Change* book was done in cooperation with Colorado State University colleagues Professors Courtenay Daum and Robert Duffy. Dr. Straayer wrote two of the chapters, co-authored a third and, with Daum and Duffy, co-wrote the introductory chapter and post-2010 election epilogue.

In addition, time during the sabbatical leave was devoted to responding to voluminous election-season requests for political comment and analysis from the media and requests to speak on political topics and the recruitment and placement of students for our 2011 legislative session internship program.

### **Thaddeus Sunseri - History**

Dr. Sunseri spent one year in Germany and Tanzania conducting archival research on a new project titled “A Transnational Environmental History of Cattle Economies, Cattle Disease, and Veterinary Improvement in Tanzania, ca. 1850-2000”.

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Dr. Sunseri was awarded a German Academic Exchange Research Fellowship which helped fund much of his travel and research as well as time spent in Munich translating sources and writing research results. This part of his work is essential to the later writing stages when he expects to produce a monograph on this topic as well as scholarly articles and conference papers. While he was in Germany, he was invited to do a guest public lecture on his research sponsored by the Seminar for Medieval and Modern History of the Department of History at the University of Gottingen.

The paper he completed about his work in Tanzania has been accepted for presentation in March 2012 at the annual conference of the American Society for Environmental History.

He intends to use the research conducted during his sabbatical to develop capstone seminars at Colorado State University that include themes like “animal diseases in world and African history” and “transnational approaches to the study of cattle economies and pastoralism”. He will also integrate some of his findings into his courses on African and World History.

### **College of Natural Sciences**

#### **Anton Betten – Mathematics**

Dr. Betten spent one semester at the University of Western Australia in Perth collaborating with the research group on work related to symmetry and discrete structures. This work led to a paper which Dr. Betten presented at the “International Conference on Design of Experiments” in Memphis in May 2011. Later, he submitted it for possible publication with the “Journal of Statistical Planning and Inference.”

Following an invitation by Prof. Tatsuya Maruta from Osaka Prefecture University, Dr. Betten took a short term visiting position at Osaka Prefecture University in Osaka, Japan. During this 2-week visit, Dr. Betten gave four talks to graduate and undergraduate students, as well as a colloquium talk. He collaborated with Dr. Maruta on a topic involving the classification of multiple blocking sets in Desarguesian projective planes. Their work was summarized in a paper which Dr. Betten presented at the “Third Finite Geometry Conference in Irsee” in Germany in June 2011. The paper is submitted for possible publication in the Journal “Designs, Codes, Cryptography”.

These new research directions started during the sabbatical will have strong impact on Dr. Betten’s future advising of graduate students as well as on future collaborations with faculty members in the department who have related research interests.

### **Eugene Chen – Chemistry**

Dr. Chen's sabbatical leave consisted of four major components: (a) a research period in the theoretical chemistry of polymerization with Professor Luigi Cavallo's group at Universita di Salerno, Italy; (b) a lecture tour in Europe; (c) a research and education period in organometallic chemistry with Professor Yaofeng Chen's group at Shanghai Institute of Organic Chemistry, Chinese Academy of Sciences; and (d) attendance at an international conference to deliver invited lectures.

Overall, this sabbatical leave has yielded 16 research seminar presentations in Europe, China, and the United States; 6 special topics 2-hr lectures for graduates students in China; 3 submitted or revised research manuscripts; and 1 NSF grant proposal. These activities not only reinforced the existing experimentalist-theoretician US-Europe collaboration and established two new collaborations with top Chinese universities, but also increased the overall level of Dr. Chen's knowledge in the areas of polymerization computation/theory and organolanthanide chemistry. The lecture tour enhanced CSU's reputation in Europe and China and promoted international interaction or exchange, as evidenced by the Guest Professor honor.

### **Jeanne Duflot – Mathematics**

Dr. Duflot's sabbatical took place during the Spring Semester, 2011. She made a brief visit to Kansas to work with her recent Ph.D. student, Rebecca Lynn. During February and March, she visited the University of Rome. Finally, she spent one month in the Department of Mathematics at Northwestern University in Evanston, Illinois.

She was able to re-establish contacts with colleagues and came away with many new ideas as well as a direct exposure to cutting edge research not represented in the Department of Mathematics at CSU. She has been able to assist her former graduate student in starting her research career. Dr. Duflot began at least two research projects which have been essentially completed by now. She was excited to be a representative of Colorado State University in Rome and at Northwestern, and hopes to soon reciprocate the hospitality of the universities she visited by inviting her colleagues to Fort Collins. Our students here will benefit from hearing about their work. Dr. Duflot is confident that she will be able to better direct her future graduate students, as well as to provide more creative research support to graduate students directed by her CSU colleagues because of the ideas she garnered and the contacts she made during her sabbatical visits.

### **Alexander Hulpke – Mathematics**

Dr. Hulpke visited the University of St. Andrews in the United Kingdom, the University of Perth in Australia, and the University of Auckland in New Zealand. He was invited to participate in two workshops at the Mathematics Research Institute in Oberwolfach, Germany. These visits



led to new research projects on matrix groups that already have produced submitted publications, as well as substantial progress on an ongoing project on determining presentations for simple groups.

Extensive travel and discussion with researchers who live geographically far away allowed him to join a new fruitful research area on matrix group algorithms. He revived an ongoing joint research project with Akos Seress that had fallen fallow due to geographic separation. They made substantial progress on this and are optimistic that they can now complete it in the coming years. Both of these areas will yield research topics not only for him, but for future graduate students.

This sabbatical allowed Dr. Hulpke to accept the invitation to participate in a workshop on symmetry in optimization. He is currently investigating whether this is a research area he can actively contribute to.

Travel allowed him to present his work both at the places to which he was invited, as well as at geographically related places. This improved the visibility and reputation of Computational Group Theory Research here at CSU. He was able to learn more about how undergraduate business is conducted at a variety of places. This will be of substantial help in his new administrative duties as Undergraduate Director for the Department of Mathematics.

### **Branka Ladanyi – Chemistry**

The Spring 2011 sabbatical leave gave Dr. Ladanyi the opportunity to broaden her scientific knowledge, initiate new research projects, establish new scientific contacts, expand existing ones, and disseminate the results of her CSU research to an international audience. During her leave she spent three months as Invited Professor in the Department of Chemistry at the Ecole Normale Supérieure (ENS) in Paris. While there, she initiated a collaborative research project with her hosts on molecular modeling of electrochemical interfaces and participated in the activities of the theory group in the ENS Chemistry Department, thus broadening her expertise in several additional areas of theoretical and computational chemistry.

During her stay in Europe, Dr. Ladanyi visited research collaborators at the University of Perugia in Italy. This visit advanced her research project on light scattering from and molecular simulation of aqueous carbohydrate solutions. She gave research seminars at European universities and research laboratories as well as invited presentations at scientific conferences. The scientific knowledge gained and the professional contacts established during the sabbatical will benefit her research program and instructional activities at CSU.

### **Nancy Levinger – Chemistry**

During her sabbatical leave, Dr. Levinger continued collaboration at Stanford University with Professor Michael D. Fayer; began collaborative research at the Max Born Institut fuer Nichtlineare Optik und Kurzzeitspektroskopie and BEWWY, Berlin Germany; and continued collaborative research at Universidad Nacional de Rio Cuarto, Rio Cuarto, Argentina.

Her previous sabbatical leave at Stanford University opened very new avenues for her research ideas. Dr. Levinger's initial connection to the Fayer group has remained active for almost a decade and continues to increase her visibility and notoriety. Since her first sabbatical, she has been invited to speak about the work she has performed collaboratively with Fayer, opportunities that she would not have had from her own research at CSU. Continuing this collaboration will undoubtedly increase her visibility even further. The time spent at Stanford solidified her contact with many world-class scientists and will continue to impact her career for years to come.

During her stay at the MBI, she presented talks at the Czech Academy of Science for the Jungwirth research group in Prague, Czech Republic and for the Bakker and Bonn research groups at AMOLF in Amsterdam, Netherlands. Dr. Levinger had many more invitations to present her work at other institutions across Europe including the Max Planck Institute in Gottingen and in Stuttgart, Ecole Normale Superior in Paris, Vilnius University in Vilnius, Lithuania, to name a few.

While at UNRC, Dr. Levinger had the opportunity to present results from her own research in two colloquia, one at UNRC and one at the Universidad Nacional de Cordoba. She participated in a workshop at the IAPS 2011 meeting in Mendoza, Argentina.

### **Ross McConnell – Computer Science**

Dr. McConnell was a visiting faculty member at Vanderbilt University where he collaborated with a well-known researcher in his field, Jeremy Spinrad. New results have come from the collaboration and it is expected that they will be accepted at conferences and journals and will generate a grant proposal. This sabbatical provided an opportunity to further an effort Dr. McConnell has made to extend his research activities into the area of pattern matching algorithms on texts which has many practical applications and greater opportunities for funding.

Dr. Spinrad is a gifted teacher, and Dr. McConnell observed his teaching practices in courses in their specialty in order to improve his own teaching methods. Dr. McConnell took advantage of a block of uninterrupted time to co-organize and attend two conferences. One of these conferences was international and the other was a joint effort by computer sciences departments at CSU, CU, and the School of Mines.

Dr. McConnell made new professional contacts locally and internationally. During visits home, he put in the final efforts needed to graduate a CSU Ph.D. student.

### **Tomislav Rovic – Chemistry**

Dr. Rovic spent his sabbatical at the Universite Pierre et Marie Curie (UPMC) in Paris, France. During this leave, he presented two graduate courses, initiated two new collaborations, and gave twelve lectures on science. These activities were done in addition to regular scholarly activities such as publication submissions and grant writing (3 manuscripts and 1 grant submittal).

Extensive efforts were made to communicate with as many scientists as possible during his stay in Paris. This free exchange of ideas has led to two distinct collaborations, currently in their infancy. With a base in Paris, Dr. Rovic undertook several trips to universities and institutes in the area where he presented lectures.

### **Haonan Wang – Statistics**

Dr. Wang visited the Statistical and Applied Mathematical Sciences Institute (SAMSI), located inside the Research Triangle Park in North Carolina. He has been actively involved with an annual program in SAMSI. He was appointed as a Research Fellow in this program for fall, 2010. He participated in two workshops of this program and was invited to present his work on tree-structured data analysis at the first of these. During this program, he joined several small focused research groups. Thanks to those small group discussions, he was able to interact with several leading scholars on some important open questions. He has benefited from these discussions which motivated several new research topics.

Dr. Wang visited Professor Berger and Dr. Song, Department of Biomedical Engineering at University of Southern California. During his visit, they had discussions on functional dynamic models on neuron spike transformations and associated model selection problems. These discussions enhanced his understanding regarding the underlying biological background of neuron activities. They further discussed several research topics for potential collaboration and grant application.

Dr. Wang spent a large portion of his time preparing and submitting two grant proposals. In addition, he had the opportunity to develop new course materials on functional data and object oriented data, which will be incorporated into graduate level courses on machine learning and data mining. He completed work with various collaborators and his graduate advisees on five papers. Dr. Wang started a collaboration with Dr. Juhyun Park from Lancaster University, UK on the dynamic multiple-input-multiple-output model via functional canonical correlation analysis. He worked with Dr. Bo Kai from College of Charleston on a research project on functional model selection. He gave five invited talks in Ohio, Florida and China.

**Warner College of Natural Resources**

**Tony Cheng – Forest, Rangeland, and Watershed Stewardship**

A primary goal of Dr. Cheng's sabbatical was to prepare, complete, and submit up to six manuscripts of recently completed research to refereed journals. He was able to submit five manuscripts, four of which were accepted and are either published or are in press.

Dr. Cheng planned to collaborate with colleagues outside of his normal circle of peers on preparing and submitting research manuscripts and developing new theoretical and empirical approaches to examining forest governance, policy and administration. He desired to cultivate deeper expertise in public administration and institutional analysis. Dr. Cheng was able to collaborate with Andrea Gerlak at the University of Arizona on a case study on collaborative approaches to forest landscape restoration. They continue to develop a manuscript for submittal that applies an interpretive framework drawing from public administration and institutional analysis to the Front Range Roundtable, a collaborative organization aimed at restoring forest health and reducing wildfire hazards in Colorado's Front Range forests. Second, he collaborated with Erik Nielsen at Northern Arizona to conduct a case analysis of the Four Forest Restoration Initiatives in northern Arizona applying an institutional analysis framework. This is ongoing.

Another goal of Dr. Cheng's sabbatical was to deepen his knowledge of theories and analytical frameworks on adaptive governance and resilience. He used his sabbatical to conduct literature reviews on these topics and he used his Center for Collaborative Conservation Faculty Fellowship to apply this knowledge to a case analysis of watershed restoration and sustainable resource-based economic development in Northeastern Oregon, in collaboration with the Stockholm Resilience Centre and Wallowa Resources, a local community based non-profit organization in NE Oregon. A white paper was developed on the case analysis and a manuscript is being developed to submit to a refereed journal.

The Colorado Forest Restoration Institute (CFRI), which Dr. Cheng directs, focuses on the restoration of dry frequent-fire forests in Colorado, the Southwest, and the broader Interior Western U.S. Since assuming the directorship in 2008, Dr. Cheng has had limited time to update his knowledge of the research literature on the ecology, management, and restoration of dry frequent-fire forest ecosystems. He used the sabbatical to update his knowledge of this literature in order to better position CFRI to contribute to the science and application of forest restoration.

**Maria Fernandez-Gimenez – Forest, Rangeland, and Watershed Stewardship**

Dr. Fernandez-Gimenez spent the academic year as a visiting scholar at the Pyrenean Institute of Ecology in Jaca, Spain. This is a research center within the Spanish national science agency, the Consejo Superior de Investigacion Cientifica (CSIC). In addition to her stay in Spain, she

conducted training and fieldwork in Mongolia as part of several funded research and outreach efforts she leads in that region.

Her residency at IPE enabled her to expand the geographic scope of her research program which focuses on the dynamics of coupled social-ecological systems in rangeland landscapes where livestock husbandry or pastoralism has been an historically important land use and livelihood. In Jaca, she initiated a new research project, supported by a Fulbright Senior Researcher Fellowship and a CSU Center for Collaborative Conservation Faculty Fellowship, to investigate resilience and change in Pyrenean pastoral social-ecological systems. This work resulted in one manuscript currently in review and several others in progress, as well as community workshops in the villages where research was conducted, a local radio interview, several research seminars and a blog read by a global audience. In addition to these tangible outcomes, her research resulted in an expanded scholarly network including both Spanish scientists affiliated with IPE, and a wider network of European scholars who collaborate with her IPE colleagues. She was able to experiment with new data collection and analysis methods which she has subsequently incorporated into her research projects in Colorado. In the longer term, Dr. Fernandez-Gimenez expects that the work she undertook in Spain will form one case in a comparative book on resilience and change in pastoral systems in Colorado, Spain, and Mongolia. It will also be incorporated into her teaching, especially the capstone course she teaches and her graduate class.

Dr. Fernandez-Gimenez continued to advance her research programs in Mongolia and China. A significant portion of time during her sabbatical was dedicated to editing a multi-authored volume based on her team's work in North Asia. She was successful in finding a publisher for the book, and was able to deliver a well-prepared and edited manuscript to the publisher. The book will be published by CABI and contains 12 chapters authored by a total of 37 contributors from CSU, China, and Mongolia.

Shortly before departing for sabbatical, Dr. Fernandez-Gimenez learned that a proposal to the National Science Foundation's prestigious Coupled Human-Natural Systems Program that she led was selected for funding. Therefore, a significant amount of time during her sabbatical was spent managing this project from afar, including monthly virtual team meetings, managing subcontracts with her Mongolian partner institutions, designing the social and ecological research protocols and instruments, training the field research teams, and carrying out fieldwork. In the summer of 2011, she spent 7 weeks in Mongolia launching the project, training and leading a field team, and working with six partner institutions in Mongolia.

### **Dennis Harry – Geosciences**

Primary sabbatical activities for Dr. Harry focused on growing his research activities in geodynamic modeling of rifts and rift basins and on applying such modeling studies to understanding the opening and evolution of the Gulf of Mexico. Highlights of sabbatical activities related to these themes include:

- Dr. Harry co-convened a symposium “Novel Numerical Modeling Methods and Algorithms” at the 2011 Society of Industrial and Applied Mathematics Conference on Mathematical and Computational Issues in the Geosciences (Long Beach, CA, March 21-24, 2011).
- He traveled to Auburn, AL to meet with Collaborators from Auburn University and the University of Alabama to draft proposals for the National Science Foundation and for industry partners to conduct an integrated geological and geophysical study of the eastern Gulf of Mexico. These proposals were to be submitted in spring of 2011.
- He co-authored two manuscripts related to the above stated research themes.
- He co-authored two abstracts presented at professional meetings.
- He submitted, as PI, a proposal to the National Science Foundation.
- In collaboration with three individuals and graduate students from CSU, he conducted field work at Yuma Proving Grounds, AZ as part of a Department of Defense funded project to investigate hydrogeologic and ecological systems in arid fluvial environments.
- In collaboration with J. Stednick and graduate students from CSU, he conducted field work at Tamarack Ranch State Wildlife Area as part of a Department of Wildlife funded project to investigate hydrogeological feedbacks between groundwater and surface water in the South Platte River.
- He co-authored two manuscripts related to near surface geophysics research.
- He undertook major renovations to two undergraduate classes he teaches.
- He participated as a Guest Instructor at the University of Wyoming Geology Field Camp.

### **Melinda Laituri – Forest, Rangeland, and Watershed Stewardship**

Dr. Laituri received two awards for her sabbatical leave time: 1) Fulbright Scholar at the University of Botswana, and 2) Rachel Carson Fellow at the Rachel Carson Center and a visiting professor at the Ludwig Maximilian University, Munich, Germany. The aim of her sabbatical was to publish articles, develop a new research trajectory (water’s hydrosocial cycle), and collect new material for her classes.

As a Fulbright Scholar, she spent six months at the University of Botswana where she was a research scientist at the Center for Scientific Innovation and Indigenous Knowledge and an Instructor in the Department of Environmental Sciences. She worked closely with researchers on the development of a conservation plan for a village located approximately 45 kilometers from the capital city of Gaborone. They conducted participatory geographic information system activity to develop community-based maps of local resources of medicinal and traditional plants. Workshops were held with local community leaders, traditional healers, women’s groups, and youth to develop and refine the maps and attribute information. They are currently in the process of developing final maps to be submitted to the Conservation Committee of the village for evaluation and feedback. Once the materials are validated, they will finalize the maps and prepare a report for community conservation and harvesting of these important plants. Included

in this assessment were data on water resources, domestic animals, and local priorities for protection of vegetative resources. The results of this research are currently being developed in concert with the UB researchers for publication.

Dr. Laituri gave a research seminar at UB sponsored by the US Embassy and CESRIKI which was attended by over 30 people – one of their most successful seminars. As an instructor in the Department of Environmental Sciences, she gave several lectures on geographic information systems (GIS), attended field trips, and developed laboratory materials. She gathered geospatial and remotely sensed data for analysis in the laboratory. She developed a series of labs for the current GIS instructor to use and updated GIS materials using the latest version of GIS software. She participated in a research project with another Fulbright at UB. They did extensive field work on the giant aloes of Molepolole. Very little research has been conducted on these plants and they attempted to collect baseline data. They have drafted a research paper for publication.

Dr. Laituri participated in the Trade, Economic, Commerce and Technology research panel for the European Science Foundation in Brussels, Belgium. During this period, she finished several articles with graduate students from CSU that have been submitted for publication (two have been published, two are in press, and another has been revised and resubmitted). She submitted a paper to NSF that addresses Grand Challenges and it is published on their website. She began a research partnership with a Ph.D. student in Uganda where they submitted an unsuccessful proposal to the Gates Foundation on Access to Water at Institutions of Higher Education in East Africa. They are preparing to submit this proposal to other funders. While in Africa, she was able to visit a CSU colleague (Brett Bruyere) in Kenya and participate on an undergraduate field experience.

As a Rachel Carson Fellow, she was in Residence at the Rachel Carson Center (RCC) for three months. The aim of her fellowship at RCC was to conduct a comparative research project on the Danube and Colorado River Basins. She gave an invited presentation at the World's Large Rivers Conference in Vienna, Austria and this has been accepted as a paper for publication in a special issue of the International Journal of Hydrologic Sciences. A more developed version of this paper was presented at a University-wide conference in Munich. As a Fellow, she was required to present to the Fellow working group a work in progress. She presented a draft of a paper that was subsequently presented at the Colorado Conference on Environmental Governance. This paper addresses water as a human right, an area that she has been developing as a research stream this past year. This is a follow-up paper on two previous papers written with one of her Ph.D. students. She has been invited back to the Center to develop workshops on how GIS can be integrated into the Humanities and for Environmental History applications.

During the summer of 2011, Dr. Laituri spent two weeks at the Hanoi Agricultural University in Vietnam. She conducted a training and education course in geographic information systems and global positioning systems. Twenty students participated in the activity.

### **Barry Noon – Fish, Wildlife, and Conservation Biology**

Dr. Noon's sabbatical was supported by a Fulbright-Nehru Fellowship to India. His major appointment in India was to the Wildlife Institute of India located in Dehra Dun. He also spent time teaching at National Center for Biological Sciences in Bangalore. In addition to his teaching responsibilities as a Fulbright-Nehru Fellow, he was involved in research with several faculty members at WII.

Major activities while in India included:

- Participation as a reviewer of 3 days of research presentations for the WII's annual research symposium.
- Presenting a series of ten 90 minute lectures on quantitative methods in wildlife ecology to 25 MSc students from WII.
- Keynote speaker at the Young Ecologist Conference in Bangalore (~ 400 attendees).
- 10 day visit to field sites in south India where he accompanied his WII host and his graduate students. The focus of the field visits was forest floor herpetofauna of tropical forests.
- Presenting a series of ten 90 minute lectures on principles of wildlife management to 30 Forest Officers (India Forest Department) at WII.
- 14 day visit to tiger field research sites within the Philibit Forest Division. Along with his graduate student and field staff, established several tiger camera trap grids and conducted variable distance transect sampling for tiger prey.
- 5 day meeting with World Wildlife Foundation tiger researchers from South and Central Asia in Rajaji National Park. Conducted a half day workshop on distance sampling for tiger prey.
- Presenting a series of ten 90 minute lectures on the application of landscape ecology principles in wildlife management to 30 Forest Officers (India Forest Department).
- Presenting a series of ten 90 minute lectures and five 3-hour labs on advanced statistical methods in wildlife ecology to 22 MSc students at the National Center for Biological Sciences.

Dr. Noon also travelled to Vancouver, BC to participate in a five day workshop on occupancy modeling methods in wildlife research. He spent a month in Arcata, CA working with scientists at Redwood Sciences Laboratory and Humboldt State University. The focus of his work was reserve design modeling to support the Recovery Plan for the Northern Spotted Owl. Dr. Noon also traveled to potential sage grouse field sites in Western Colorado.

### **Bill Sanford - Geosciences**

Dr. Sanford spent his sabbatical on work relating to isotope and groundwater geochemistry for three aquifers in Libya. While in Libya, he was hosted by the Great Man-Made River Authority



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(GMRA) and Garyounis University (now called Benghazi University). The main focus of the research is to estimate the residence time of groundwater in the aquifers and to establish a baseline for future studies that will involve the impacts of large-scale water extraction from aquifers beneath the Sahara Desert.

In Libya, Dr. Sanford was accompanied by his Libyan Ph.D. student. While there, they collected over 100 groundwater and rock samples to bring back to the U.S. for isotopic and chemical analyses. In addition, they travelled to the University of Utah Noble Gas Analysis Lab so the student could work in the lab to help with the analyses of noble gas isotopes and tritium in the groundwater samples. Dr. Sanford and the student are currently working on manuscripts related to this research.

While in Libya, Dr. Sanford was able to establish contacts with a number of people who will be able to make future work in the country possible. He wrote a book review for the Badose Zone Journal; co-authored abstracts for Hydrology Days, the Geological Society of America Annual Meeting, the Society of Exploration Geophysicists and American Geophysical Union; submitted a proposal for funding from the Regenes Management Group; teamed as a member on a technical proposal submitted by a consortium of institutions affiliated with the International Center for Integrated Water Resources Management, a UNESCO Category 2 water center (CSU is a partner) that has been funded; and worked with co-authors on preparing a manuscript for publication based on the work of a former M.S. student.

### **University Libraries**

#### **Michelle Wilde**

During her sabbatical, Professor Wilde conducted research on the state of the electronic book market for academic libraries. Her research included evaluating how e-book content is being delivered to library users and how the library community is integrating electronic book content into collections that were formerly comprised of predominantly print materials. Research was conducted regarding the adoption and use of e-book technologies within the CSU community, with an emphasis on how reading devices can impact e-book use. Information about the burgeoning market for e-readers and tablet computers was also gathered, and the complexities of loading library content onto new electronic reading devices was explored.

Professor Wilde had one article accepted in a refereed journal during her sabbatical, and two articles on this sabbatical research are being drafted. Results of this research will be shared within the Libraries to enhance current collection practices for electronic books.

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

MATTERS FOR ACTION:

CSU: Emeritus Rank Designations

RECOMMENDED ACTION

MOVED, that the Board of Governors approve the conferral of the rank of Emeritus upon those faculty members listed below effective February 8, 2012:

College of Applied Human Sciences

Jennifer Anderson, Professor – Food Science and Human Nutrition

College of Engineering

Jose Salas, Professor – Civil and Environmental Engineering

College of Natural Sciences

Jerry Deffenbacher, Professor – Psychology

EXPLANATION:

Presented by Tony Frank, President

The faculty members listed above have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

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\_\_\_\_\_  
Approved

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

MATTERS FOR ACTION:

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.

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	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Asmus, Agneta J	CSU Extension	1/12/12	2/22/12	12/Reg	LWOP/FMLA
2	Bontadelli, Johnna	Hartshorn Health Services	12/22/11	12/30/11	12/Reg	LWOP/Departmental
3	Bontadelli, Johnna	Hartshorn Health Services	1/3/12	1/3/12	12/Reg	LWOP/Departmental
4	Bontadelli, Johnna	Hartshorn Health Services	1/11/12	1/11/12	12/Reg	LWOP/Departmental
5	Bowser, Gillian	NREL	11/1/11	8/31/12	12/Spec	LWOP/LWOP
6	Bunte, Kristin I	Civil & Environmental Engineering	1/1/12	2/28/12	12/Spec	LWOP/Personal
7	Carr, George R	CIRA	11/28/11	6/30/12	12/Spec	LWOP/Special
8	Cario, Gustavo G	Atmospheric Science	1/16/12	5/31/12	12/Spec	LWOP/Personal
9	Coryell, Andrea J	Hartshorn Health Services	10/20/11	10/20/11	12/Reg	LWOP/Personal
10	Coughenour, Michael B	NREL	11/1/11	4/30/12	9/Spec	LWOP/LWOP
11	Cowan, Deborah E	Pingree Park	11/1/11	11/15/11	12/Reg	LWOP/Personal
12	Cowan, Deborah E	Pingree Park	12/1/11	12/15/11	12/Reg	LWOP/Personal
13	Cowan, Deborah E	Pingree Park	1/2/12	1/16/12	12/Reg	LWOP/Personal
14	Ehrlich, Diana	Computer Science	12/15/11	12/16/11	12/Reg	LWOP/Maternity-Paternity
15	Elwyn, Laurie L	Hartshorn Health Services	11/2/11	11/14/11	12/Reg	LWOP/Personal
16	Elwyn, Laurie L	Hartshorn Health Services	12/22/11	12/30/11	12/Reg	LWOP/FMLA
17	Esdale, Julie A	CEMML	1/10/12	1/12/12	12/Spec	LWOP/Personal
18	Harb Carraro, J Antonio	Civil & Environmental Engineering	12/23/11	12/31/11	9/Reg	LWOP/Departmental
19	James, Susan L	Clinical Sciences	1/5/12	6/30/12	12/Spec	LWOP/Illness
20	Klein, Julia A	Ecosystem Science & Sustainability	12/17/11	2/11/11	9/Reg	LWOP/Maternity-Paternity
21	Lategan, Cynthia H	Residential Dining	12/15/11	12/16/11	12/Reg	LWOP/Personal
22	Lowrey, Robert C	Student Legal Services	11/14/11	11/15/11	12/Reg	LWOP/Departmental
23	Lowrey, Robert C	Student Legal Services	12/22/11	12/22/11	12/Reg	LWOP/Departmental
24	Lowrey, Robert C	Student Legal Services	1/9/12	1/10/12	12/Reg	LWOP/Departmental
25	Lu, Chungu	CIRA	1/3/12	6/30/12	12/Spec	LWOP/Personal
26	Lyon, Margarete J	CNHP	1/1/12	2/29/12	12/Spec	LWOP/Personal
27	McDonnell, Brigid E	CSU Extension	10/1/11	10/16/11	12/Spec	LWOP/Lay off
28	Moore, Chester G	MIP	12/1/11	5/31/12	12/Spec	LWOP/Personal
29	Morrison, Brenda	VP for Engagement	1/1/12	6/30/12	12/Reg	LWOP/Departmental
30	Orswell, Forrest M	Student Legal Services	12/29/11	12/30/11	12/Reg	LWOP/Departmental
31	Orswell, Forrest M	Student Legal Services	1/23/12	1/25/12	12/Reg	LWOP/Departmental
32	Paduani, Michelle L	CEMML	1/3/12	2/1/12	12/Spec	LWOP/FMLA
33	Price, Megan R	College of Liberal Arts	12/28/11	12/28/11	12/Reg	LWOP/Personal
34	Rosenberg, Corey C	Biochemistry & Molecular Biology	1/1/12	5/15/12	12/Spec	LWOP/Special
35	Saunders, William H	CEMML	1/1/12	3/31/12	12/Spec	LWOP/Lay off
36	Schnackenberg, Virginia E	CEMML	1/19/12	1/31/12	12/Spec	LWOP/FMLA
37	Thomas, Natalie K	CEMML	11/30/11	11/30/11	12/Spec	LWOP/FMLA
38	Thomas, Natalie K	CEMML	12/12/12	12/27/12	12/Spec	LWOP/FMLA
39	Tolpa, Jason M	VP for Student Affairs	12/30/11	12/30/12	12/Reg	LWOP/Personal
40	Val Martin, Maria	Atmospheric Science	12/22/11	2/17/12	12/Spec	LWOP/Maternity-Paternity
41	Webber, Stephanie	CEMML	12/28/11	12/28/11	12/Spec	LWOP/Personal
42	Zhou, Yongli	Library	12/1/11	12/6/11	12/Reg	LWOP/Personal

Nondelegable Personnel Actions

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 Spring 2012 A Term (effective 3/4/2012).

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 Spring 2012 A Term as part of the term-based degree conferral. The Office of the Registrar has processed the applications for graduation; only those individuals who have completed all requirements will receive their degree.

Approved \_\_\_\_\_ Denied \_\_\_\_\_

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

CSU-Global Campus Approval for Degree Candidates – Spring 2012 A Term

Section

9

Institutional Discussion  
Items

## **Board of Governors of Colorado State University System Legislative Update**

The Second Regular Session of the Sixty-eighth General Assembly was convened on January 11, 2012 and is scheduled to adjourn sine die on May 9, 2012. The session has started at a brisk pace with over 280 bills introduced so far.

The Colorado State University System is monitoring approximately 70 bills with a range of topics and subject matter. This is a very active year for education bills as over the summer the Educational Success Taskforce met to examine ways to better align K-12 and higher education and get more children to attend college. Some of the bills we are monitoring or actively working are as follows:

### **Education Related Legislation**

These include bills dealing with high school concurrent enrollment, college credit for work and military experience, remedial education, and several bills dealing with educator effectiveness and licensure.

There is legislation allowing a transfer student who moves into a 4-year institution and is pursuing a bachelor's degree to obtain an associate degree from the institution they transferred from when they reach 60 credit hours. A process will be set up at the 2-year institution to evaluate the credits before a degree can be awarded.

The University of Colorado System has approached us about joining in on legislation to exempt the research system of institutions from regulation and oversight by the Colorado Commission on Higher Education. We are examining this concept and talking with elected officials about their opinions on this option.

There is also the CSU System/Global Campus legislation which as of this writing has yet to be heard in either house. Representative Jon Becker (District 63, eastern plains) and Senator Bob Bacon (District 14, Ft. Collins area) are the two primary sponsors.

Again this year a bill has been introduced that requires a governing board to offer "standard rate" tuition to certain immigrants who do not have documentation or nationality status proving lawful presence here. A governing board may opt out of this requirement. The College Opportunity Fund stipend is not available for these students.

### **Other Legislation of Interest**

There are several bills dealing with conceal carry or open carry of weapons in public. One of these pieces of legislation appears to allow open carry of weapons in public.

There are also numerous water/wastewater bills that are being tracked and reviewed as these bills sometimes affect the Colorado Water resource Institute or our campus operations.

The CSU System is also monitoring several bills dealing with jobs, job creation, and the economy. We have been asked to do a presentation to the education committees on the value of higher education to the state and the economy.

Issues surrounding severance taxes and the use of those funds are being debated as at least two bills are moving through the process dealing with this issue.

And as is always the case the question about the health and vitality of the state forests has us monitoring and working with the Colorado State Forest Service on several issues. The CSFS is now required to report up through the CSU System government relations team.



Section

10

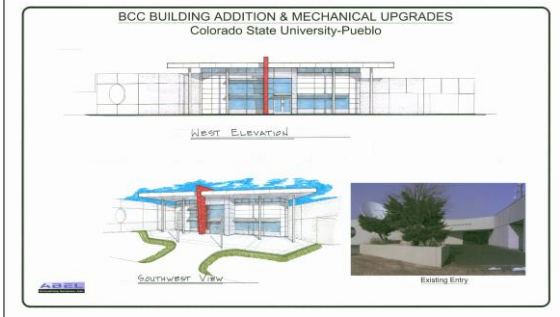
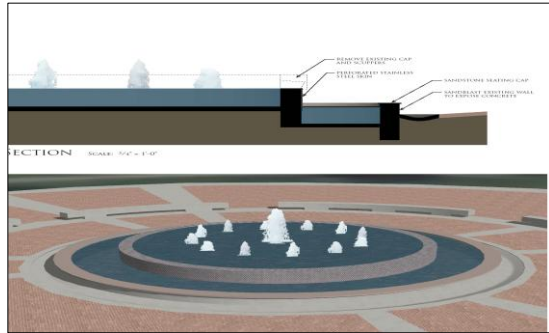

Appendix


**COLORADO STATE UNIVERSITY - PUEBLO  
CONSTRUCTION PROJECT STATUS REPORT**



Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 01/15/2012	Description
New Student Housing Crestone Hall	\$15.7M Debt repaid with Housing Room Rental Revenue	07/08	08/09	100% completed, on schedule, and approximately \$300,000 under budget	
New Student Housing, Culebra and Greenhorn Halls	\$35.0M Debt repaid with Housing Room Rental Revenue	4/09	Aug. 1, 2010	100% completed, on schedule, and approximately \$1,500,000 under budget	
Academic Resources Center	\$24.8M \$2.8M in COPs to be repaid by University; \$22.0M in COPs to be repaid by State	09/09	Apr-11	100% complete as of 07/06/11; _____ 04/22/2011 Substantial Completion/ Final Acceptance- 07/06/11, and currently commissioning HVAC, with anticipated Final Settlement Complete. On budget. Commissioning for cooling complete, commissioning for heating underway. First review of USGBC LEED Platinum submittal is complete-- responses in process by design team.	
Corridor Extension @ Student Recreation Center	\$856,260 Student Rec. Ctr. Fee	05/2011	1/2012	Re-design and value-engineering resulted in Successful ReBid on 04/2011. Construction complete/occupied 01/09/2012. On budget, on schedule.	 <small>COLORADO STATE UNIVERSITY - PUEBLO STUDENT RECREATION CENTER CORRIDOR EXPANSION PROPOSED ENLARGED EAST ELEVATION   SCALE: 1/8" = 1'-0" E.C.C. ENGINEERS ARCHITECTS</small>


**COLORADO STATE UNIVERSITY - PUEBLO**


**CONSTRUCTION PROJECT STATUS REPORT**

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 01/15/2012	Description
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	05/01/2010-- site work, interior remodel, complete 09/2010-- building addition constr. Start4/2011	08/01/2010-- exterior site work and interior partial remodel; building foyer addition and remaining interior remodel Feb 2012	1) Parking and cul-de-sac: Substantially Complete 08/13/10; 2) Interior remodel 100% complete, 12/2010 3) Foyer entry addition and HVAC upgrade:REBID 07-21-11 on Budget currently under construction approx. 90%complete.	 <p>BCC BUILDING ADDITION &amp; MECHANICAL UPGRADES Colorado State University-Pueblo</p>
University Fountain Renovation	<u>\$210,750</u> Student Fees	Jan-11	Aug-11	Re- Design and Value-engineering resulted in successful bid on-budget. Completion 08/21/2011 On Budget	 <p>SECTION SCALE: 3/8" = 1'-0"</p>
Campus sidewalk paths and pedestrian improvements	<u>\$180,000</u> Student Fees and Facilities R&R	Oct., 2009	April, 2010	Completed on time, on budget	
Campus Safety lighting at pedestrian pathways	<u>\$580,000</u> Student Fees and/or Facilities R&R	July, 2010(est.)	DEC. 15, 2010	Phase I complete. Phase II construction underway, 90% completed	
Occhiato University Center	<u>\$26.3M</u> Debt to be repaid with student fee & auxiliary services revenue	Delayed		In-house review /validation of approved 2007 Program Plan currently underway. Campus Master plan s is underway to evaluate alternatives for Student Center	
Southeast Asia War Memorial Renovation	92,000	Veteran's donations, community, individuals, CSU-Pueblo	11/11/2011	Successfully completed on time	

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/12
Classroom upgrades  Total Budget: \$10,000,000	\$10,000,000  Student Facility Fee and General Fund		Sept 2013	<p>The project will renovate over 120 classrooms, study areas and lecture halls by the time it is complete, as well as install HVAC in Shepardson and Visual Arts.</p> <p>54 classrooms complete to date, along with projects in various other buildings. Over 3400 new chairs in place in classrooms.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/12
<p>Engineering II</p> <p>Total Budget: \$58,000,000</p>	<p>\$40,000,000</p> <p>Student Facility Fee &amp; Research Overhead</p> <p>Remaining funds from grants and donations</p>		<p>June 2013</p>	<p>Construction underway.</p> <p>Current budget of \$58M will build 122K sf with 2<sup>nd</sup> &amp; 3<sup>rd</sup> floors shelled. As College raises additional funds these floors will be finished. Major concrete work will be complete by March 1.</p>
<p>Braiden and Parmelee Halls 4<sup>th</sup> floor addition</p> <p>Total Budget: \$26,000,000</p>	<p>\$26,000,000</p> <p>Housing and Dining Services</p>		<p>Aug 2013</p>	<p>Project is in budget. Construction underway on Parmelee Hall. Students in south half of the building moved to north half in Dec. South half will be ready to occupy in Aug 2012.</p> <p>Construction to start on Braiden Hall in May 2012.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/12
<p>Morgan Library Expansion</p> <p>Total Budget: \$16,800,000</p>	<p>\$16,400,000</p> <p>Student Facility Fee</p>	 <p>Picture of a completed 3<sup>rd</sup> floor study area</p>	<p>Aug 2012</p>	<p>Project is in budget. Roofing slab poured on addition, interior renovation nearing completion. Main stairs and revitalized atrium open.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 1/12
<p>Lory Student Center Theater Renovation</p> <p>Total Budget: \$6,000,000</p>	<p>\$6,000,000</p> <p>Student Center Fees</p>		<p>Aug 2012</p>	<p>Project is on schedule and in budget. Balcony is complete.</p>

## Faculty Workload: An Analytical Approach

George M. Dennison

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**Abstract** Recent discussions of practices in higher education have tended toward muck-raking and self-styled exposure of cynical self-indulgence by faculty and administrators at the expense of students and their families, as usually occurs during periods of economic duress, rather than toward analytical studies designed to foster understanding. This article looks briefly at some examples of this tendency and then offers an analytical approach to understanding faculty workloads and the ways of assessing and evaluating faculty work.

**Key words** Faculty workloads · College costs · Faculty evaluation

With predictable certainty, concern about faculty workloads surfaces among commentators, policy makers, and the public at large as funds become tight during periods of fiscal constraint. On these occasions, people appear to rush headlong to the conclusion that the determined support of administrators in public colleges and universities for the continuance of outmoded and wasteful productivity standards force ever increasing tuition burdens on students and their families, thus erecting barriers to social and economic progress (Carroll 2011). Similar critiques focus on private institutions, despite differences in the funding sources for private schools. Although the concern takes different forms depending on the control of the institution, it remains the same: If administrators and faculty paid attention to the central purpose of educating students, more average American families could make certain their children received the education needed in the 21st century.

### Distorted Analyses

During the most recent period, two highly critical but faulty studies have claimed public attention. The first—entitled revealingly *Who Subsidizes Whom? An Analysis of Educational*

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*Costs and Revenues*—purports to compare “what colleges and universities are paid to provide an education versus what those institutions actually spend to provide that education” (Gillen et al. 2011, p.4). The authors claim to rely on definitions of cost and revenue elements provided in the illuminating studies conducted by Jane Wellman and her colleagues covering the period from 1998 to 2009 (Desrochers et al. 2010; Desrochers and Wellman 2011). However, they make major revisions that undermine the integrity of the definitions. As a result, their study and the Wellman studies arrive at diametrically opposite conclusions because of the differences in definitions and the lack of analytical precision by Gillen, Denhart, and Robe.

In fact, *Who Subsidizes Whom* clearly demonstrates how manipulation of definitions and data can distort the conclusions reached. Gillen, Denhart, and Robe set out to deny what they consider as a myth that “colleges and universities subsidize students;” and they concluded that the reverse occurs since, as they alleged, most higher education institutions spend less to educate students than the students pay in tuition and fees. They purported to demonstrate that the institutions divert tuition revenue to pay non-educational costs related to faculty research, light teaching loads, and other frills (e.g., libraries, information technology, recreational and other facilities, non-essential services) designed to attract more students to the campuses and to appease the faculty (Gillen et al. 2011, p. 4 ff.). Their conclusion reflected their determined effort to reduce allowable expenses to those relating only to direct classroom instructional costs, by and large eliminating all others from consideration. By their definition, only public community colleges, not even small, liberal arts colleges, pay sufficient attention to teaching and do not over-charge the students (Gillen et al. 2011, pp. 11–14).

By contrast, Wellman and her colleagues concluded that “In public and nonprofit colleges and universities, revenues from student tuition and fees do not cover the full cost of educating students; the difference comes from a general institutional subsidy,” for publics from state appropriations and other institutional funds and for private nonprofits from tax law exemptions for gifts and donations and endowment income (Desrochers et al. 2010, p. 29). No other reputable analyst disputes that claim. Even more to the point, while state appropriations to support public colleges and universities increased from 1998 to 2008 in nominal terms by 57%, an amount reduced to 19% after adjustment for inflation and even lower to 6% after taking account of increased enrollments (Desrochers et al. 2010, pp. 11–22), Wellman and her colleagues showed the modest instructional cost increases dwarfed by the relatively dramatic rise in expenses associated with research (most of it externally funded), academic support (e.g., libraries, information technology, and other such expenses), and student services. They concluded that these trends in expenses disproved the notion that the increased cost of education resulted directly from faculty costs (Desrochers et al. 2010, p. 22). As they explained, enhanced student services and academic support focused on assuring student success as evidenced in persistence to graduation, while the large rise in research support indicated the success of the faculty in attracting external funds to support the direct costs of specific research projects, funds not available for other purposes. Irrefutably, the onslaught of the Great Recession of 2008 only reinforced their conclusions (Desrochers and Wellman 2011, *passim*).

The second study—*Higher Education’s Faculty Productivity Gap: The Cost to Students, Parents & Taxpayers* (O’Donnell 2011a)—offers a virtuoso performance of definitional and data manipulation to establish a thesis. Drawing on information made available by the University of Texas (UT) and Texas A & M University, which, according to O’Donnell “for the first time shines a bright light on higher education’s faculty performance gap,” shows “. . . in high relief . . . that the research university’s employment practices look remarkably like a Himalayan trek, where the indigenous Sherpas carry the heavy loads so Western tourists can simply enjoy the view” (O’Donnell 2011a, p. 1).

Dividing the faculty into five groups by the numbers of students taught and research dollars attracted, he argued that the two institutions can easily save roughly \$500 million each by implementing two easy changes. First, require the faculty group identified as “Coasters”—the second “lowest productive faculty” cohort “protected by tenure and seniority, which gives them reduced teaching loads and yet they don’t produce significant research funding”—to teach a modestly larger number of students, 97 more than the 71 they currently teach. Second, eliminate the “Dodgers” entirely, “the least productive faculty, who bring in no external research funding, teach few students and cost nearly ten times as much . . . to teach one student one class” as do lesser paid adjunct faculty and graduate teaching assistants (O’Donnell 2011a, pp. 2–4). The solution sounds so simple and almost magical, leading the reader to wonder why it took so long for someone to identify and suggest it.

However, O’Donnell’s analysis rarely if ever manages to touch the ground of reality. One of his critics noted that he included a larger number of faculty members in the UT analysis than the University has; others have pointed out that he failed to differentiate among faculty members in terms of disciplines, contractual requirements, and other related factors (O’Donnell 2011b, c). The controversy about total number of teaching staff and FTE faculty elicited the following response from O’Donnell:

FTE is a budgeting and accounting figure that is not used in the corrected data by the UT System which was used in my analysis. A teacher may count as three-fifths of a FTE for accounting purposes, but they are [sic] still one person. (O’Donnell 2011b, para. 2).

Actually the UT report did list the FTE number. (See the analysis below as to the critical importance of the FTE number as it typically indicates the salary and thus faculty time commitment.) In response, O’Donnell explained that he relied on the data provided by the two universities and treated all faculty alike: “Using cost per student taught . . . [to normalize] part-time and full-time faculty” and research funding attracted to the institutions (O’Donnell 2011b, pp. 2, 11). The explanation reveals either extreme naïveté or a deliberate effort to distort the results. O’Donnell’s lengthy experience and his readily apparent political inclinations leave room for little doubt about the issue. Moreover, even if he has it right for UT and Texas A & M, a dubious proposition on its merits, his conclusions do not automatically apply to all research universities.

Without intending an extensive critique of the O’Donnell arguments (Jaschik 2011; Musick 2011), suffice it to note some points requiring attention in an analysis such as he purports to provide.

- Any review of faculty workloads must take account of the disciplines of the faculty members. It seems too obvious to require mention that faculty members in art, music, English, creative writing, philosophy, languages, history, and other such disciplines will not have access to the external funding available to support the research of faculty members in the STEM disciplines and related areas. Yet these faculty members share the research and creative activity responsibilities of all university faculty members, competing as they can for the limited external funds available from the National Endowment for the Humanities, National Endowment for the Arts, private foundations, and other sources. In addition, since they require all faculty to engage in research and creative activity, research universities provide nominal support for these faculty members, as Wellman and her colleagues noted, under the rubric of “Departmental research,” critical support for research and creative activity that external funders generally choose not to fund, but which Gillen, Denhart, and Robe as well as O’Donnell excluded from

consideration as a legitimate component of the cost of the education provided to students. Moreover, Gillen et al. (2011, pp. 7–10) make no mention of creative activity; O'Donnell (2011a) does not discuss the “Departmental research” component directly, but counts only external funds attracted to support research, taking no account of creative activity. Most administrators and faculty members associated with research universities share the view of John Slaughter, former Chancellor of The University of Maryland and Director of the National Science Foundation, who once opined that “Research is to teaching as sin is to confession. If you don’t participate in the former, you have very little to say in the latter” (Bourne 2005).

- To continue, it makes no analytical sense to assume that faculty members in the various disciplines, or even in the same discipline, can effectively educate the same numbers of students in all classes at all levels. Art, foreign language, creative writing, and music instruction, as examples, require more hours on task by the students under expert supervision or mentorship and smaller class sizes, many times approaching one-on-one, for success. To label those faculty members accepting the challenges involved as “Dodgers” or “Coasters” reveals either gross ignorance of the role of an educator or a deliberate attempt to obfuscate. Other disciplines also require attention to effective pedagogical practice and unique considerations. O'Donnell's one-size-fits-all approach, as that taken in *Who Subsidizes Whom*, will undermine the effort to enhance the quality of education, reducing all education to more of the same rather than to advanced education. In a very real way, the failure to take account of enrollment growth will have the same result in time.
- Finally, while critics such as O'Donnell condemn the use of adjuncts and teaching assistants as having no justification except to protect regular faculty members from heavier teaching loads, other considerations merit attention. Well managed courses under the supervision of senior faculty members who rely on teaching assistants allow neophytes to gain experience under the guidance of accomplished mentors while increasing the attention to individual students. Using adjuncts when regular faculty members have other obligations makes good sense, rather than increasing the size of the regular faculty. Finally, identifying a certain number of instructors appointed solely to teach enables the institution to make use of people in the community with expertise who decline full-time appointments or to engage outstanding teachers who have no interest in research and other academic assignments. The contractual bases for the involvement of such people certainly undercut the allegations of exploitation and abuse, although abuse can occur without appropriate management. Despite the criticisms, it makes sense to manage instructional resources to achieve strategic goals as efficiently and effectively as possible.

I hope that these comments make it clear that analyses of faculty workload require considerable care and attention to detail. Many critics err in their assumptions about the work involved. The following discussion seeks to articulate an approach that exposes and illuminates the issues and factors that inform such analyses.

### Faculty Workload Analyses

The factors involved in faculty workload analyses resemble those used to understand the work and workloads of highly educated professional employees in other fields—accountants, consultants, doctors, managers, lawyers, architects, and the like (Goodall 2009, Chapter 7). While one can begin with the assumption of a 40-hour week, precisely how to allocate the hours of the

week of faculty members differs significantly from that of most other professionals. Doing it equitably and fairly requires attention to the disciplines and assignments of the faculty members as well as to a number of other critical factors.

To begin, one must first define the appropriate ratios for the allocation of time to the contractual requirements of the faculty members (Mancing 1994). Most regular faculty members in research universities have responsibilities for teaching, research and creative activity, service to the discipline and the institution, and service to the community. Teaching involves more than time in the classroom since the faculty member must remain abreast of developments in the discipline, prepare for the class before it begins and then do additional preparation over the term of the course, meet with and counsel enrolled students, grade papers and evaluate other assignments, advise and mentor students in the major, and participate in department academic planning. The faculty member must also set aside time for research and creative activity or forego the rewards of tenure, promotion, and merit increases, the sum of which lends luster to the institution. Moreover, not to neglect a critical element, every faculty member has an obligation to engage in service to the department, discipline, college, university, and community. Every university depends on the engagement of faculty to function. Surveys of time expended by regular faculty members invariably range from 55 to 65 hours per week, higher for faculty at research universities, *not the 40-hour week usually assumed*.

Obviously, any allocation rubrics will reflect the mission of the institution and the discipline, contractual arrangement, department assignment, and service obligations of the individual faculty member (Powers 2011). Research universities require all regular faculty members to engage in research as well as teaching and service, as mentioned earlier, providing nominal support for the faculty in disciplines not generally supported by government agencies and other sources. The faculty members in STEM and related disciplines typically have access on a competitive basis to external funds. Faculty members with time-consuming departmental service responsibilities—such as Chair, Assistant Chair, Graduate Program Coordinator—or College and University committee assignments—such as curriculum, strategic planning, or faculty governance leadership—will typically have release time from one or more courses. The time allocated to teaching, and paid for by the institution's instructional budget supported by state appropriations and tuition, usually represents the largest outlay in the instructional budget.

These comments in mind, allocation ratios for a large research university range from 1 class per year for a full-time faculty member supported by the instructional budget, with 90% of the time and the associated salary assigned to externally funded research; to 8 classes per year, with 80% of the time allocated to teaching supported by the instructional budget. The average consists of 4 classes per faculty member, with 40% of time allocated to teaching, 40% to research (partially funded externally), and 20% to service; and the median is 5 classes per faculty member, with 45% of time allocated to teaching, 40% to research (partially funded externally), and 15% to service (Mancing 1994, Table 1-2, in "Works Cited" at end of article). However, typical faculty workload analyses assume a full teaching load for a full-time faculty member of 6 three-credit classes per year, with the result that some faculty members teach more to enable the department to meet the standard and carry its proportional share of the institutional teaching load. With 9 hours per week in the classroom, 16–18 hours per week in preparation and consultation with students, 10–15 hours per week in research or creative activity, and 5 or more hours engaged in committee and other service and governance work, the faculty member clearly has a full load.

Two very common approaches to workload analysis—one a straightforward comparison and the other much more complicated but beginning with the initial comparison—build from the time allocation model typical of research universities (Office of Institutional Research, The University of Delaware 2011). The comparison approach begins with the collection of

credit hours generated by discipline and level and the number of full-time equivalent (FTE) faculty members involved in generating the credits within a universe of peer institutions. [By definition, 9 months of salary support constitutes a full-time equivalent (FTE) faculty member.] The larger the universe of institutions, the better the base for comparative purposes; but the universe must include at minimum those institutions identified and approved as peers for the institution doing the analysis. The analyst doing the work relies on the universe of institutional data to establish average or median FTE student-to-FTE faculty or credit hour-to-FTE faculty ratios for each discipline at each level of instruction. [By definition, 30 credit hours constitute a full-time equivalent (FT)] student.] By comparing the counterpart data of the institution under study to the average or median for the universe of institutions, the analyst can quickly and clearly ascertain the relative performance of the institution under study and identify outliers among the disciplines on campus, i.e., those disciplines under- or over-performing.

The more complicated approach begins with the survey data and establishes a formula for use in analyzing workloads. Faculty workload formulae derive their utility and relevance from the disciplinary classifications and the levels of instruction assigned to faculty members. Teaching English composition efficiently and effectively to entering freshmen involves pedagogical techniques and practices largely unnecessary and inefficient if used by another faculty member teaching introductory history or psychology courses. By analyzing disciplinary differences and developing numeric equivalents reflecting the pedagogical practices and techniques, the faculty workload formula provides the basis for converting all student credit hours, regardless of discipline and level, into equivalent terms for comparison purposes when seeking to assess workloads across the many disciplines within the university.

To clarify the process of establishing the formula, the analyst establishes initially the lowest cost or most efficiently produced credit hour, defined by the faculty time it takes to produce one specific credit hour, by analyzing the credit hours produced in the various disciplines at the four levels of instruction across the universe of similar institutions. For years, the lower division credit hour in psychology has claimed that distinction. Simply stated, it means that one full-time faculty member teaching a full load of lower division psychology courses (e.g. 3 courses per term or 6 courses per year) can generate on average more credit hours efficiently and effectively than a faculty member in any other discipline at any level, establishing an FTE student-to-FTE faculty ratio or credit hour-to-FTE faculty ratio for the faculty member teaching lower division psychology courses. The analyst then converts all other level and disciplinary credit hours to a common standard by dividing the lower division psychology credit hours produced by one FTE faculty member by the credit hours in all disciplines at the different levels produced by one FTE faculty member in turn by discipline and level, and using the derived results as the multiplicands to convert the raw credit hours to a common academic currency. Once having established the common currency of equivalent credit hours regardless of discipline or level and aggregating the credits hours by discipline, the analyst then computes the FTE student-to-FTE faculty or credit hour-to-FTE faculty ratios for the various disciplines of the institution under study—using the actual assigned FTE faculty by discipline as the divisor. The resultant numbers indicate how each discipline manages the workload.

In actuality, the credit hours generated vary by faculty member depending on the type and level of instruction—i.e., seminar, large lecture course, lower division, upper division, graduate, advanced graduate, individual studies, research, or internship. Nonetheless, the product of the analyses expressed as credit hour-to-FTE faculty or FTE student-to-FTE faculty ratios in directly comparable terms allows the systematic assessment of equivalent workloads across the campus. Rarely if ever used in a strict and crude way to allocate faculty

positions, the prudent use of the formula provides guidance in making judgments about equitable workload assignments and contributions without assuming that one size will fit all. Used at the university level, the formula, if implemented as designed, generates an envelope of support for the institution, without dictating specific internal allocations but facilitating informed administrative judgments. It also enables the faculty in the departments to make the initial judgment about appropriate ways to meet the standards.

### **Faculty Assessment or Evaluation**

Faculty workload analyses remain incomplete unless tied directly to a robust system for the assessment or evaluation of faculty performance. No formula or management technique that fails to take account of the quality of the actual faculty performances will offer any insight concerning faculty workloads. The annual assessments or evaluations relate directly to the distribution of incentives such as the awarding of tenure, promotion, merit, regular salary increases, and retention. Incidentally, institutional accrediting associations require post-tenure evaluation of the performance of tenured faculty members at least once every 5 years, with clearly articulated procedures for dealing with poor performance. The faculty evaluations focus on the specific assignments of the individual faculty members, using the time allocation rubrics to generate appropriate performance indicators in each area of endeavor.

The most effective and meaningful evaluation of teaching considers the range and quality of the faculty member's teaching and curricular contributions and the student evaluations, peer evaluations, and administrator evaluations of actual teaching, using multiple sources of information, as required by institutional accreditation. The evaluation of research and creative activity considers the number and placement of peer-reviewed scholarly publications, with more credit going to those placed in top-ranked journals because of the rigor of the reviews; where appropriate, research dollars attracted to the institution annually; number of juried exhibits or concerts; professional work that leads to new practices or techniques; number of inventions and/or patents; and any other evidence, not just personal testimony, to support the claimed engagement in research and creative activity. Service contributions involve engagement and resultant activities and require some explanation of the quality of the contributions.

Any robust and effective assessment or evaluation system will have at least these attributes:

- Easily communicated.
- Well understood.
- Transparent.
- Impartial.
- Consistent and directly focused on assigned functions.
- Consistently applied.
- Consistent and equivalent consequences or rewards

In fact, a workload analysis without effective and meaningful assessment or evaluation of performance deprives the process of validity.

### **Conclusion**

The level and focus of detailed analysis involved in faculty workload studies offer insight into institutional practices of peer institutions as well as the relative performance of the campus conducting the analysis. The institution can use either the comparison or the more

complicated approach, or some other approach involving analyses of relevant data, depending upon local conditions and needs. Any meaningful and informative approach requires detailed analysis of what goes in and what results. Rather than simply counting heads and assigning faculty members to denigrating categories based on simplistic assumptions about the workload involved, as O'Donnell did or defining expenditures in a way that reduces all institutions to the least common denominator—the public community college—as advocated in *Who Subsidizes Whom*, an appropriately analytical approach supports instructional management decisions taking account of institutional role and mission and strategic objectives. No one doubts that colleges and universities can achieve additional efficiencies by looking closely at the ways they use their resources. Nor does anyone dispute that they can do more with less if they have the flexibility to make the management decisions reflecting actual conditions, role and mission, and strategic objectives. Nonetheless, it appears patently obvious that the American system of higher education can continue to serve the nation and the American people as it has so well over the years *only if* the policy makers and the public understand more clearly the conditions and challenges of faculty work and institutional productivity rather than insisting upon a one size-fits-all approach to funding and support (Bok 2006; Eyring and Christianson 2011a; b). Under those conditions the American higher education system can enable the United States to regain world leadership in the educational attainment of its citizenry while retaining world leadership in research and creativity.

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