

BOARD OF GOVERNORS
May 2-3, 2013
Lory Student Center, Colorado State University, Fort Collins

THURSDAY, May 2, 2013

Board of Governors Breakfast 7:30 a.m. – 8:00 a.m.

BOARD OF GOVERNORS MEETING

COMMENCE MEETING - CALL TO ORDER 8:00 a.m. – 8:30 a.m.

1. NEW BOARD MEMBERS OATH OF OFFICE

2. ELECTION OF BOARD OFFICERS

3. ADJOURNMENT 8:30 a.m.

COMMITTEE MEETINGS

COMMENCE MEETINGS – CALL TO ORDER 8:30 a.m. – 6:00 p.m.

Evaluation Committee (Dennis Flores, Chair) (1 hr. 30 min.) 8:30 a.m. – 10:00 a.m.

Academic and Student Affairs Committee *and working lunch* (Dorothy Horrell, Chair) (3 hrs.) 10:00 a.m. – 1:00 p.m.

Audit and Finance Committee (Ed Haselden, Chair) (2 hrs.) 1:00 p.m. – 3:00 p.m.

Real Estate/Facilities Committee (Scott Johnson, Chair) (1 hr. 30 min.) 3:00 p.m. – 4:30 p.m.

Board Development: Campus Tour (1 hr. 30 min.) 4:30 p.m. – 6:00 p.m.

Board of Governors Dinner (*Gravity 1020, 1020 East Lincoln Avenue, Fort Collins*) 7:00 p.m.

FRIDAY, May 3, 2013

Board of Governors/ASCSU Breakfast 7:00 a.m. – 8:00 a.m.

BOARD OF GOVERNORS MEETING RECONVENED

COMMENCE MEETING - CALL TO ORDER 8:00 a.m. – 3:00 p.m.

1. PUBLIC COMMENT (10 min.) 8:00 a.m. – 8:10 a.m.

2. BOARD CHAIR’S AGENDA (30 min.) 8:10 a.m. – 8:40 a.m.

3. EXECUTIVE SESSION (1 hr. 30 min.) 8:40 a.m. – 10:10 a.m.

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

A. Faculty Reports

- CSU-Fort Collins: Faculty Report – Presented by Carole Makela (10 min.)
- CSU-Global: Faculty Report – Presented by Richard Weinberger (10 min.)
- CSU-Pueblo: Faculty Report – Presented by Frank Zizza (10 min.)

B. Student Reports

- CSU-Fort Collins: Student Report – Presented by Regina Martel (10 min.)

Colorado State University System
Board of Governors Meeting Agenda
May 2-3, 2013

- CSU-Global: Student Report – Presented by Kandi Brown (10 min.)
 - CSU-Pueblo: Student Report – Presented by Logan Gogarty (10 min.)
- 5. CHANCELLOR’S REPORT (1 hr.)** 11:10 a.m. – 12:10 p.m.
Break/Working Lunch (10 min.) 12:10 p.m. – 12:20 p.m.
- 6. PRESIDENTS’ REPORTS and CAMPUS UPDATES (30 min.)** 12:20 p.m. – 12:50 p.m.
- A. **CSU-Fort Collins:** President’s Report – Presented by Tony Frank (10 min.)
 - B. **CSU-Global:** President’s Report – Presented by Becky Takeda-Tinker (10 min.)
 - C. **CSU-Pueblo:** President’s Report – Presented by Lesley Di Mare (10 min.)
- 7. COMMITTEE REPORTS AND RESOLUTIONS (40 min.)** 12:50 p.m. – 1:30 p.m.
- A. **Evaluation Committee** (Dennis Flores, Chair) (10 min.)
 - B. **Academic and Student Affairs Committee** (Dorothy Horrell, Chair) (10 min.)
 - C. **Audit and Finance Committee** (Ed Haselden, Chair) (10 min.)
 - D. **Real Estate/Facilities Committee** (Scott Johnson, Chair) (10 min.)
- 8. CONSENT AGENDA (5 min.)** 1:30 p.m. – 1:35 p.m.
- A. Colorado State University System
 - Minutes of the February 4, 2013 Board of Governors Orientation Meeting
 - Minutes of the February 6-7, 2013 Board of Governors Retreat
 - Minutes of the February 7, 2013 Evaluation Committee Meeting
 - Minutes of the February 7, 2013 Academic and Student Affairs Committee Meeting
 - Minutes of the February 7, 2013 Audit and Finance Committee Meeting
 - Minutes of the February 7, 2013 Real Estate/Facilities Committee Meeting
 - Minutes of the February 8, 2013 Board of Governors Meeting
 - B. CSU-Fort Collins
 - Nondelegable Personnel Actions
 - Approval of Spring and Summer Degrees
 - Approval of Special Academic Unit – Graduate Degree in Public Health
 - C. CSU-Pueblo
 - Faculty Handbook Change - Amending Department Chair selection process
 - Faculty Handbook Change – Revision of conflict of interest disclosure procedure
 - Faculty Handbook Change – Revision to language regarding handbook amendment procedure
 - Faculty Handbook Change – Deletion of references to Charter School
 - Faculty Handbook Change – Amending language pertaining to faculty employment
 - Faculty Handbook Change – Updating University Librarian qualifications
 - Approval of Spring Degree Candidates
 - Administrative Professional Council Handbook Change – Amending Bylaws pertaining to Council Positions, Reporting Area Representatives/Council Representatives, Voting and Committees
 - Approval of Employment Agreement: Provost and Vice President, Academic Affairs
 - D. CSU-Global
 - Approval of Degree Candidates – Spring A term

9. SYSTEM WIDE DISCUSSION ITEMS (*1 hr. 15 min.*) 1:35 p.m. – 2:50 p.m.

A. **2013 Legislative Report** – Presented by Chancellor Michael Martin (*15 min.*)

B. **Non-traditional Revenue and Strategic Partnerships** (*1 hr.*)

- **CSU-Fort Collins** – Presented by President Tony Frank (*30 min.*)
- **CSU-Pueblo** – Presented by President Lesley Di Mare (*15 min.*)
- **CSU-Global Campus** – Presented by President Becky Takeda-Tinker (*15 min.*)

10. BOARD MEETING EVALUATION (*10 min.*) 2:50 p.m. – 3:00 p.m.

11. ADJOURNMENT 3:00 p.m.

Next Board of Governors Retreat and Board Meeting: June 20-21, 2013 CSU Pingree Park Campus

APPENDIX

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

BOARD OF GOVERNORS
May 2-3, 2013
Lory Student Center, Colorado State University, Fort Collins

THURSDAY, May 2, 2013

Board of Governors Breakfast 7:30 a.m. – 8:00 a.m.

BOARD OF GOVERNORS MEETING

COMMENCE MEETING - CALL TO ORDER 8:00 a.m. – 8:30 p.m.

1. NEW BOARD MEMBERS OATH OF OFFICE

2. ELECTION OF BOARD OFFICERS

3. ADJOURNMENT 8:30 a.m.

COMMITTEE MEETINGS

COMMENCE MEETINGS – CALL TO ORDER 8:30 a.m. – 6:00 p.m.

Evaluation Committee (Dennis Flores, Chair) (1 hr. 30 min.) 8:30 a.m. – 10:00 a.m.

Academic and Student Affairs Committee *and working lunch* (Dorothy Horrell, Chair) (3 hrs.) 10:00 a.m. – 1:00 p.m.

Audit and Finance Committee (Ed Haselden, Chair) (2 hrs.) 1:00 p.m. – 3:00 p.m.

Real Estate/Facilities Committee (Scott Johnson, Chair) (1 hr. 30 min.) 3:00 p.m. – 4:30 p.m.

Board Development: Campus Tour (1 hr. 30 min.) 4:30 p.m. – 6:00 p.m.

Board of Governors Dinner (*Gravity 1020, 1020 East Lincoln Avenue, Fort Collins*) 7:00 p.m.

Evaluation Committee

This section
intentionally left blank

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
May 2, 2013

Committee Chair: Dorothy Horrell

Committee Members: Dennis Flores, Mary Lou Makepeace, Carole Makela, Richard Weinberger, Frank Zizza, Kandi Brown, Logan Gogarty, Regina Martel

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Master of Computer Information Systems

Colorado State University - Global Campus

- Master of Information Technology Management

II. Miscellaneous Items

Colorado State University

- Approval of Spring and Summer Degrees
- Approval of Special Academic Unit – Graduate Degree in Public Health
- Approval of Student Conduct Code Revision

Colorado State University - Pueblo

- Faculty Handbook Change - Amending Department Chair selection process
- Faculty Handbook Change – Revision of conflict of interest disclosure procedure
- Faculty Handbook Change – Revision to language regarding handbook amendment procedure
- Faculty Handbook Change – Deletion of references to Charter School
- Faculty Handbook Change – Amending language pertaining to faculty employment
- Faculty Handbook Change – Updating University Librarian qualifications
- Approval of Spring Degree Candidates

Colorado State University - Global Campus

- Approval of Degree Candidates – Spring A term

III. Campus Reports

Colorado State University

- Accreditation Schedule 2013-2014
- Promotion and Tenure

Colorado State University - Pueblo

- Accreditation Schedule 2013-2014
- Emeritus Rank Designation

IV. CSU System Report and Discussion

Access to Success Report – Presentation by Paul Thayer, Associate Vice President for Student Affairs/Special Assistant to the Provost for Retention, CSU-Fort Collins

MATTERS FOR ACTION:

New Degree Program: Plan C Master in Computer Information Systems – College of Business

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Business, to establish a new Plan C Master in Computer Information Systems. If approved, this degree program will be effective Fall Session 2013.

EXPLANATION:

Presented by Tony Frank, President.

The curricular structure of the Plan C is more appropriate to the needs of the current students than the existing Plan B. The student in the graduate program has morphed over the decade to one who demands more than technical content. Today's student demands an education in computer information systems applied to the business environment.

Employers tell the department that students they hire must have not only the technological skill sets and knowledge base but also their prospective employees must be able to step into a position and apply their academic experience to the business environment immediately. This is one more point that gives credence to the change from an academic based curriculum (Plan B) to a professional-based curriculum (plan C). As with the current program, the Plan C is based on the demographics that are heavily non-traditional students seeking academic advancement to support or advance their profession credentials

NEW COURSE PROGRAM PLANNING PHASE ONE
 Master of Computer Information Systems - Plan C
 Proposed Introduction: Fall 2013

I. Brief Overview of Proposed Program

- a. **Name of Major/Program:** Master of Computer Information Systems
The name proposed allows the program to maintain the value, quality and recognition of its branding that has identified its program over the last 42 years. The name also reflect the name of the Department.
- b. **Degree Type:** Plan C
- c. **Department/School:** Computer Information Systems
- d. **College:** Business
- e. **Expected total number of students enrolled in program (five years post-implementation):**
The new program will replace the currently offered MSBA-CIS (Plan A/Plan B) with its first graduate classes offered in 1971; currently there are about 120 students enrolled in the MSBA-CISZ-MS program (resident program) and ~140 as of spring 2013 in the MSBA-CIDZ-MS (online program).

The resident program for the Master in Computer Information Systems is expected to remain at the current student level of about 120 because of the classroom constraints; however, the online program of the Master in Computer Information Systems is expected to grow at the approximate rate of 15% per academic year.

Projected Enrollments

	MSBA-CISZ-MS Resident Program	MSBA-CIDZ-MS Online Program
13-14 AY	~120	161 Δ 15%↑
14-15 AY	~120	185 Δ 15%↑
15-16 AY	~120	213 Δ 15%↑
16-17 AY	~120	245 Δ 15%↑
17-18 AY	~120	282 Δ 15%↑

- f. **Summary of Program and Rationale:** Provide a summary of the proposed program, including a description of the academic area and a rationale for offering this program at the present time.

The academic area for the Master of Computer Information Systems includes content study and business application of client/server modeling of computing, systems analysis, design, development and implementation of techniques, integration of processes and technology in support of enterprises and the organization and management of an information technology project.

The curricular structure of the Plan C is more appropriate to the needs of the current students than the existing Plan B. The student in the graduate program has morphed over the decades to one who demands more than technical content. Today's student demands an education in computer information systems applied to the business environment.

Employers tell the department that student they hire must have not only the technological skill sets and knowledge base but also ones who can step into a position and apply their academic experience to the business environment immediately. This is one more point that gives credence to the change from an academic based curriculum (Plan B) to a professional-based curriculum (Plan C). As with the current program, the Plan C is based on the demographics that are heavily non-traditional students seeking academic advancement to support or advance their professional credentials.

The rationale for the new program is to offer a master's degree that more closely addresses the demand of the student market place; not just based on recent evidence but from evidence collected over nearly two decades. These students demand the application to the business environment within their technology classes. These students are not full-time campus-based students but professionals returning to the academic environment to add value to their professional credentials. The student in this graduate program averages 2.2 classes per semester.

The Plan B project or thesis served the Department's graduate program well when the student in the program had little or no experience continuing their graduate study after completing their undergraduate degrees. As the field of CIS broadens, a student's coursework must reflect a more broad approach, as well.

The project or paper requirement does not provide a unifying experience as originally intended. Students use projects obtained at their workplace and these were quite specific and no longer met our original intent. The current Plan B no longer requires this professional paper but uses the professional project or paper plus three other class options to enhance the depth and breadth of the program.

- The project gave the non-experienced student a portfolio of the skill-set and knowledge learned in the program and functioned as a window into what they could accomplish for an employer.
- The thesis provided an academic research foundation for the few students who wished to continue to a PhD program. Over the last 15 years, there have been no more than 5 students who have continued on to a PhD program, it has been nearly 7 years since a student pursued this path.

The typical student today comes to the program with greater than 5 years of full-time professional experience with more than half being seasoned technology professionals returning to school to update their skill sets and technical knowledge.

The Advisory Council for the CIS Department consists of 19 members of the technology industry and include some of the industry's most important companies, for example:

Accenture	Century Link	Ernest & Young, LLP
Forrester Research, Inc	Hewlett Packard	Harris Corporation
Hitachi Consulting	JBS USA	Johns Manville
Microsoft Corporation	Oracle	TIBCO Software, Inc

The Advisory Council meets annually with faculty to review the curricular offerings and to discuss what the industry demands from those hired. Over the last two years the following direction has been provided by the council:

- More coursework in programming and its business applications
- More coursework in business intelligence, security, and data mining
- These companies tell us they want new employees to step into a business environment prepared to manage technically skilled employees as well as to oversee and management the systems and networks.
- New hires must be able to step into an environment and be prepared for a wide scope of responsibility not narrow areas of interest.

The Plan C format addresses these industry needs more effectively than the Plan B curriculum with a focused approach through the project or paper. Additionally, the Plan C will include a seminar series to keep students abreast of emerging trends in the industry as well as allow them and the professors to explore in depth unique area of CIS.

The CIS Department prepares students for careers in or advancement in the following areas (a sampling). The need for the business application of technology skills is evident and supports the proposal for greater course work over many specialties within CIS.

- | | |
|---------------------------------|--------------------------------|
| Application Development Manager | Information Technology Manager |
| Communications Manager | Internet Technology Strategist |
| Computer Operations Manager | MIS Manager |
| Database Manager | Project Manager |
| Database Administrator | Systems Consultant |
| Information Security Manager | Systems Analyst |

Composite demographics of the MSBA-CIS student over the last four years.

	On-Campus MSBA-CIS	Online MSBA-CIS
Average age at admission	30 years	35 years
Gender	Male 64%/Female 36%	Male 80%/Female 20%
Citizenship	88% US	94% US
Average years of professional experience	7.7 years	10.92 years
Average years of management experience	5 years	5.36 years

II. **Fit with CSU Role and Mission and University’s Most Current Strategic Plan**

The introduction of the Master in Computer Information Systems demonstrates the College of Business’ attention to the demands of the student market place; this program offered as a resident program and an online program addresses the demand for skill-set retooling of individuals in the information systems/information technology industries as well as those who recognize this growth field for greater advancement than in their current fields of work. Nearly 50% of all our incoming students to the current program are non-technical professionals seeking a new career field however; most have had significant backgrounds in project management.

a. **What are the objectives of the program:**

The Master of Computer Information Systems prepares students to participate in the information technology function and information technology project management regardless of their background.

The objectives for the Master of Computer Information Systems include:

- Understand and apply the client/server model of computing;
- Understand and apply systems analysis, design, development and implementation techniques;
- Integrate processes and technology in support of the enterprise;
- Organize and manage an information technology project;
- Create an environment that produces a high level of satisfaction among stakeholders including students, faculty, administration, alumni, and employers.

b. How does the proposed program support the University established – role and mission as stated in state statute?

State of Colorado Statute 23-31-101: *“There is hereby established a university at Fort Collins to be known as Colorado state university. Colorado state university shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, master's, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado state university has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado state university system, shall designate those graduate level programs that are the primary responsibility of Colorado state university. Colorado state university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs.”*

c. How does the proposed program support the mission of the University?

“The Colorado State University System is committed to excellence, setting the standard for public higher education in teaching, research and service for the benefit of the citizens of Colorado, the United States and the world.”

The proposed MCIS program supports the mission of the University through its primary focus of offering excellent academic opportunities to both graduate and undergraduate students. As one of the first CIS programs in the US, the program is ranked as a top-ten program by five multi-national corporations. The CIS program is designed to provide professional development for students interested in a career in information technology. Further, the primary marketplace for recruitment remains the State of Colorado and its large presence of IT and IS organizations as well as establishing referral systems with our sister institutions that are accredited 4-year institutions only or that have no masters in CIS. The online MCIS will reach throughout the US and to international students.

The professors in the Department of Computer Information Systems work to be balanced scholars and will, from time to time, incorporate graduate CIS students to work with them on research projects enriching the students' experience while fostering high quality research on the part of faculty.

d. **How does the proposed program support the most current University Strategic Plan of the institution?**

The MCIS with its foundation steeped in the 50-year history of the CIS program, in general, and the previous master's program that began in 1971, specifically meets the University's Strategic Plan for the institution.

Strategic Planning Area 1: Teaching and Learning.

Strategic Planning Area 5: Diversity

The learning goals and outcomes for this new program are the same as the previous MSBA-CIS degree. These learning goals and outcomes have stood the test of scrutiny by the Association to Advance Collegiate Schools of Business (AACSB) as well as the University's academic evaluation committee (last evaluated in spring 2012). An Assurance of Learning standard has been established within the College of Business for all its academic programs; this new program will be evaluated under these same standards. The Department of Computer Information Systems has a curriculum committee made up of three professors as well as a Graduate Programs Committee at the College level; these two bodies evaluate and make recommendations on proposed curricula, evaluation of student understanding and the stated outcomes to assure all coursework fits within the academic rigor standard of the College and the University.

Particularly in the online MCIS, the program attracts students from many countries exposing all the graduate student body to diverse cultural experiences and allows students to work closely together in virtual teams preparing them for the current changes in the workplace and the need for understanding of other business cultures and environments. Here on campus, the MCIS will benefit from the previous increase in students admitted from mostly the Middle East and Far Eastern countries of the world. Additionally, with the program's focus on veterans, active-duty military and government workers, the increase in under-represented populations in the US is seeing an increase. These populations are a particular recruiting focus to attract more women as well as underserved markets into this technical world.

Strategic Planning Area 2: Research and Discovery.

The MCIS plans to offer graduate assistantships to the top qualified admittants to the program which will continue to provide the faculty in the CIS Department with bright minds and innovative thinkers to work with faculty in their research areas. The graduate students also allow more faculty to engage in collegial partnerships with industry which broadens CSU's exposure and reinforcement of the quality of education and research found in the department.

Strategic Planning Area 3: Outreach and Engagement.

Within the MCIS program, there are many opportunities for outreach and engagement with industry and government entities. The program, by its nature, has components required by those professionals in the information systems/information technology industries and throughout government organizations. These are individuals who must continually retool their technology skills or must learn new technology to remain competitive. These offerings throughout industry and government allow the University, College and Department to remain in a position of recognition. Additionally, this degree or the

individual classes allow for reconnection with alumni not only from the College of Business but also the Colleges of Engineering and Natural Sciences (Computer Science and Construction Management).

Strategic Planning Area 4: Resources and Support

While the MCIS is an RI program, the online MCIS falls under the enterprise account run through OnlinePlus and supports the fiscal stability of the overall program. The MCIS program is expected to generate approximately the following funds over the next five academic years. The average MCIS student is expected to take approximately 2 classes each semester with each course being 3 credits. The online MCIS will not only cover its own operating and overhead expenses but will contribute to support the improvement and expansion of the RI program.

e.	H	MSBA-CISZ-MS	MSBA-CIDZ-MS
o		Resident Program	Online Program
w			#students x #classes x #credits per class x tuition per credit*
	13-14 AY	~120	161 x 2.2 x 3 x \$695 = \$ 738,507.00
	d14-15 AY	~120	185 x 2.2 x 3 x \$695 = \$ 848,595.00
	o15-16 AY	~120	213 x 2.2 x 3 x \$695 = \$ 977,031.00
	e16-17 AY	~120	245 x 2.2 x 3 x \$695 = \$1,123,815.00
	s17-18 AY	~120	282 x 2.2 x 3 x \$695 = \$1,293,534.00

*12-13 AY per credit tuition used as an estimator

t

he program contribute to attaining long-term goals and directions of the institution and department/unit?

The MCIS like the other graduate programs of the College of Business is an integral part of the long-term goals of the College and the University. This new program directly replaces the MSBA-CIS that contributed to these goals since 1971.

f. How does the proposed plan meet the needs of Colorado and enhance state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities?

The new program meets the needs of Colorado and its capacity to respond effectively to the economic and social challenges and opportunities by providing employers with well trained and educated personnel to meet their needs in technological growth. Additionally, this new program is an excellent option for existing IS/IT personnel to fine-tune their skills to be more productive and efficient in their work challenges. Additionally, this new program offers individuals without IS/IT backgrounds the opportunity to transition from careers in less demand to a career of greater demand thereby positively impacting their employability and earning power.

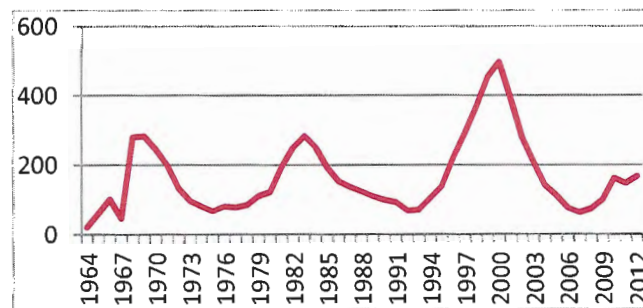
III. Evidence of Need for the Program

Since the foundation of this course of study in the early 1960’s the curriculum has ebbed and flowed in concert with industry demand for students with information systems knowledge, skill sets and application experience of course content. The program’s success in this area is evidenced a high percent of students hired at time of graduation and the more than competitive level of their starting salaries. For the past many years, graduates from the CIS program have enjoyed nearly a 100% hiring rate with starting salaries near the top for the University.

A very active advisory council made up of 20+ of the nation's largest technology companies meets with the faculty of the CIS department at least once a year to review the department's curriculum and faculty areas of specialty to offer advice on curricular changes or new areas industry is seeing demand. This advisor council is one important means for the Department to keep their fingers on the pulse of the IS/IT industry.

IV. Evidence of Student Demand

The Master of Computer Information Systems is replacing the current MSBA-CIS that has graduated over 3,000 students since it was founded at both the undergraduate (1964) and the graduate (1971) levels. The enrollments of the program for the undergraduate program over the last 10 years are shown in the graph below. The drop in the IS/IT market is very evident from 1999 to 2007; what is more important is the resurgence in enrollments in 2008 and forward. This rekindled demand at the undergraduate level is also seen in the graduate program and continues to be a source of encouragement to the department.



The new master's program is currently offered as the MSBA-CIS (Plan A/Plan B) with its introduction in 1971; current program enrollment is approximately 120 students in the MSBA-CISZ-MS program (resident program) and 140 in the MSBA-CIDZ-MS as of the end of the 2012-2013 AY (online program). The enrollment over the last six academic years is shown below:

	Campus Enrollment	Change over Previous Period	Online Enrollment	Change over Previous Period
07-08 AY	70			
08-09 AY	74	Δ 6%↑		
09-10 AY	96	Δ 30%↑		
10-11 AY	110	Δ 15%↑	52	
11-12 AY	120	Δ 9%↑	93	Δ 179%↑
12-13 AY	~120	Full enrollment	140 est	Δ 51%↑

The resident program for the Master in Computer Information Systems is expected to top out at about 120-130 enrollments per academic year because of class size restrictions and then technical nature of the curriculum; however, the online program of the Master in Computer Information Systems is expected to grow at the approximate rate of 15% per academic year.

Projected Enrollments

	MSBA-CISZ-MS Resident Program	MSBA-CIDZ-MS Online Program
13-14 AY	~120-130	161 Δ 15%↑
14-15 AY	~120-130	185 Δ 15%↑
15-16 AY	~120-130	213 Δ 15%↑
16-17 AY	~120-130	245 Δ 15%↑
17-18 AY	~120-130	282 Δ 15%↑

V. Duplication/Similar Programs in the State

As described below there is one other master level degrees in computer information systems in the State of Colorado; there are several graduate degrees in computer science and one in business intelligence (a subset of CIS) throughout the state.

Colorado State University Master of Computer Information Systems
 College of Business/Department of Computer Information Systems

The Master of Computer Information Systems stems directly from the current MSBA-CIS and will replace that degree within Colorado State University.

Current Curriculum – 33 credits

- IT and Project Management
- Enterprise Computing and Systems Integration
- Business Visual Application Development
- Application Software Infrastructure
- Software Development Methodology
- Object Oriented Systems
- IT Communications Infrastructure
- Business Database Systems
- E-Business Application Technologies
- Contemporary Issues in Business-Info Sys
- Professional Project or Professional Paper

Proposed Curriculum – 33 credits

Core Courses

- IT and Project Management
- Enterprise Computing and Systems Integration
- Business Visual Application Development
- Application Software Infrastructure
- Software Development Methodology
- Object Oriented Systems
- IT Communications Infrastructure
- Business Database Systems
- E-Business Application Technologies

Suggested Electives – Choice of Two (Others with Approval)

- Business Intelligence
- Applied Data Mining and Analytics in Business
- Advanced IT Project Management
- Contemporary Issues in Information Technology

College of Natural Sciences/Department of Computer Science

- | | |
|-------------------------------|----------------------------|
| Algorithms | Graph theory |
| Artificial intelligence | High performance computing |
| Bioinformatics | Intelligent agents |
| Computer networking | Languages and compilers |
| Computer vision | Machine learning |
| Fault tolerance | Network security |
| Formal software specification | Neural networks |
| Genetic algorithms | |

MS in Computer Science

- Object-oriented design
- Parallel and distributed systems
- Reconfigurable and embedded systems
- Security and survivability
- Software engineering
- Software metrics
- Software reliability

- **University of Colorado, Denver MS in Information Systems**

College of Business

COMMON BODY OF KNOWLEDGE

Data Analysis for Managers
 Analyzing and Interpreting Acctg Information
 Marketing Management
 Financial Management

SPECIALTY AREAS

Accounting and Information Systems Audit and Control
 Business Intelligence Systems
 eHealth and Healthcare Service Entrepreneurship
 Enterprise Risk Management
 Enterprise Technology Management
 Geographic Information Systems Option
 Health Information Technology
 Technology innovation and Entrepreneurship
 Web and Mobile Computing

- **University of Colorado, Denver MS in Computer Science**
 School of Engineering and Applied Science
 Same course offerings as found at UCCS

- **University of Colorado MS in Computer Science**
 College of Engineering/Electrical, Computer and Energy Engineering Department
 Artificial intelligence, databases, hardware systems, human-centered computing, hypermedia, machine learning, networks, numerical analysis, parallel computation, program analysis, programming languages, scientific computing, security, software engineering, software systems, speech and natural language processing, systems, and theory.

- **University of Colorado, Colorado Springs MS in Computer Science**
 College of Engineering/Department of Computer Science

Compiler Design. Computer Architecture I. Computer Communication. Multimedia Computing and Comm. Adv Internet and Web Systems. Software Reqts Analysis and Spec. Software Design. Methods of Software Sys Engrg. Software Maintenance. Software Project Management. Software Product Assurance. Human-Computer Interfaces. Object-Oriented Software Devt. Software Sys Engin'g Project Lab. Database Systems I. Database Systems II. Operating Systems I. Distributed Systems. Operating Sys Support for Security. Interfaces CS Data Mining. Virtual Reality/Computer-Human IN Technological Transfer, Patents & IP Distributed Networks.	Software Sys Engineering Project Lab Database Systems I Database Systems II Operating Systems I. Distributed Systems. Operating Sys Support for Security. Computer Systems Performance Eval Numerical Computing. Discrete Simulation I. Evolutionary Computation. Design and Analysis of Algorithms. Computational Geometry. Computer Graphics Animation & Scientific Visualization Techniques. Advanced 3-D Games/Digital Content Wearable Computing/Complex Sys. Computer Graphics. Topics in Computer Graphics. Artificial Intelligence. Artificial Intelligence II. Applied Crypto for Secure Comm Games/Media Integr Portfolio Dvt	Computer Sys Performance Eval. Numerical Computing. Compiler Design. Computer Architecture I Computer Communication. Multimedia Computing Advanced Internet and Web Sys Software Reqts Analysis Software Design. Methods of Software Sys Engineering. Software Maintenance. Software Project Management. Software Product Assurance. Human-Computer Interfaces. Object-Oriented Software Devt. Computer Vision. Bioinformatics/Computational Bio Intro to Artificial Neural Netwk Computational Linguistics. Fund'l Computer/Network Secur Advanced Artificial Neural Netwk Advanced System Security Design.
--	---	--

- **Colorado State University-Pueblo**
 No graduate degree in Computer Information Systems or Computer Science is offered.
- **Colorado Schools of Mines MS in Computer Science**

Department of Applied Science and Mathematics/Department of Electrical Engineering and Computer Science

- | | |
|---|--|
| CSCI406 - Design and Analysis of Algorithms | CSCI565 - Distributed Computing Systems |
| CSCI442 - Operating Systems | CSCI568 - Data Mining |
| CSCI561 - Theoretical Fdns of CS | CSCI572 - Computer Networks II |
| CSCI564 - Advanced Computer Architecture | CSCI576 - Wireless Sensor Systems |
| CSCI544 - Advanced Graphics | CSCI580 - Advanced High Performance Comp |
| CSCI547 - Scientific Visualization | CSCI586 - Fault Tolerant Computing |
| CSCI562 - Applied Algorithms and Data Structures | CSCI598 - Readings in Software Engineering |
| CSCI563 - Parallel Comptg for Scientists/ Engineers | |

- **University of Northern Colorado**
 No graduate degrees offered in Computer Information Systems or Computer Science.

- **University of Denver** MS in Computer Science
 School of Engineering and Computer Science

COMP 3361 Operating Systems	ENMT 4000/4010 Space Systems Design I/II
COMP 3381 Software Engineering	Theory (e.g., COMP 3702 Performance Modeling)
COMP 3705 Advanced Software Engineering	Capstone (independent study)
ENMT 4100 Systems Engineering	Computer Science Electives 12 QH
ENMT 4810 Engineering Project Management	

- **University of Denver** Master of Business Intelligence
 College of Business

Essence of Enterprise	21 st Century Professional
Business Intelligence	Data Warehousing
Business Database	Project Management
Business Statistics	Capstone Planning
Predictive Analytics	Decision Processes
Business Metrics	Capstone
Three Electives	

STUDENTS - GRADUATE

VI. **Student Body**

Between the resident CIS program and the online CIS program, student body demographics are not greatly different. The student body spans from the new undergraduate entering graduate school to a seasoned professional either expanding their Information Systems foundation or bridging their experience into a new industry or career track. There is no reason to believe the student body make-up will differ from the current MSBA-CIS program as we convert to the new Master of Computer Information Systems.

	On-Campus	Online
Average age at admission	30 years	35 years
Gender	Male 64%/Female 36%	Male 80%/Female 20%
Citizenship	88% US	94% US
Average years of professional experience	7.7 years	10.92 years
Average years of management experience	5 years	5.36 years

VII. **Admission Requirements**

The Master of Computer Information Systems will abide by the same admission standards set by Graduate School and the College of Business for the degree program this degree is replacing

- 3.0 cumulative GPA from an accredited undergraduate institution
- International students must submit a TOEFL score of 86 or higher or a IELTS score of 6.5 or higher
- GMAT or GRE score required by the College of Business
- Three references and a resume as well as the other supporting documentation customarily required in the admission process in the University.

PROGRAM AND ASSESSMENT

VIII. Course of Study

The curriculum will be quite similar to the existing MSBA-CIS program consisting of nine core classes and a minimum of two elective courses. There are no new courses proposed for this new program.

Core Classes

CIS 600	IT and Project Management Strategic role and management of information technology and software development projects.	3 cr
CIS 601	Enterprise Computing & Systems Integration Integrated extended enterprise planning, and execution systems concepts including ERP, CRM, SCM, MRPII, business process, front/back office systems.	3 cr
CIS 605	Business Visual Application Development Design, construction, and testing of business application systems including leading-edge visual, E-commerce languages and tools.	3 cr
CIS 606	Application Software Infrastructure Design, construction, and testing of business application software infrastructure including hardware, operating software, and communications networks.	3 cr
CIS 610	Software Development Methodology Methods for all phases of software development focusing upon the establishment of economical software that is reliable and cross platform.	3 cr
CIS 611	Object-Oriented Systems Object-oriented and web-based software; object model describing classes; relationships to other objects, attributes, and operations. Prerequisite: CIS610	3 cr
CIS 620	IT Communication Infrastructure Technical aspects of information communications, business considerations; wireless technology, architecture and applications. Prerequisite: CIS606	3 cr
CIS 655	Business Database Systems Database analysis, design, administration; data modeling; data sublanguages; query facilities; distributed database systems. Prerequisite: CIS605	3 cr
CIS 665	E-Business Application Technology Developing E-business (B2B and B2C) through construction and deployment. Prerequisites: CIS605, CIS606, CIS610	3 cr

Elective Course Selections (others permitted with approval)

CIS570	Business Intelligence Business intelligence refers to the harnessing vast data stores to solve problems, enhance decision-making and discover new opportunities. This course will focus on the concepts, techniques and technologies that managers can use to transform, analyze, mine, and view data for the purpose of deriving business value.	3 cr
CIS575	Applied Data Mining and Analytics in Business This course will focus on data mining concepts, methodologies, models, and tools, and its applications to business for optimization, forecasting, detection, prediction, classification, and discovery. Prerequisite: STAT 204	3 cr
CIS670	Advanced Project Management and Preparation for the PMP Exam Provides advanced tools and techniques to strategically execute projects, programs and portfolios. Participants acquire the skills to incorporate advanced risk management, change movement, and performance/control measures in cross-functional projects. Prerequisite: CIS600	3 cr

BUS690C Contemporary Issues in Business - Computer Information Systems The latest trends in business keeping the CIS graduate program on the cutting edge throughout the world. 3 cr

Non-Traditional Learning Modules

The MCIS will be offered RI and online using streaming video and other online learning tools. Using the Non-Traditional Learning format for new course approvals, the following is offered.

Learning and Experience Comparability

1. How will students access other information required for the new program curriculum (texts, background reading, reference materials, specialized software, etc.)?

The College of Business utilizes several methods for student to access course information as well as active channels for pushing information out to students in online courses.

- Using RamCT, students access course syllabi, required and recommended course materials, and other pertinent information in specially setup Information Exchange areas where they access course information upon admission and before registration in courses. These are specialty areas in RamCT overseen by the College of Business as general information access areas for all admittants to foster a feeling being included in the College of Business environment and that of the University.
- Once a student is enrolled in a class, they have access to that class in RamCT as well as continued access to the special information exchanges.
- The MCIS advisors push information on registration, syllabi availability, course material requirements and other important information out to students as well as admittants, as necessary through emails and class announcements.
- Course material requirements are published through OnlinePlus (Continuing Education) and are published through the CSU bookstore, as appropriate. Additionally, since this is a CIS program, many of the course materials are available for student access online.
- The College of Business provides Master of Computer Information Systems students with required software through educational licenses; access to such software is either through direct download from the COB eLab site or through DVD distribution from the College of Business.

2. Describe students' participations in any additional required activities, such as field observations, hands-on activities, field trips, etc.).

If there are outside activities required by students around the US or the world then the activity is presented in such a manner that the student can engage in a similar or substitute activity in the geographic location in which they are located. Or, an event like a special speaker or seminar is taped and provided to distance students through the College of Business production studios.

3. How does the course provide on-going interaction between instructor and students? Among students?

On-going interaction between instructors and students and intra-student communication is provided through the COB's RamCT utilizing threaded or chat functions as well as discussion boards. Further, all COB students may utilize the College's Live Meeting or Office Communicator applications that provides face-to-face communication as well as one to many meeting options.

In addition to the electronic communication and interface applications provided, most online CIS classes employ Distance Section Coordinators who have as group of up to 35 students for

which they are directly responsible for assuring course content is conveyed clearly and in a timely manner, they follow-up on assignments, discussions and are required to engage students in the learning process to enhance the online classroom environment.

4. How will assessment components listed on the course outline be administered (e.g. chat rooms, papers, exams, etc.)?

The assessments like exams, papers, presentations, exercises, etc. will be administered through the assessment's area in RamCT.

5. How will security be ensured and identification protected?

Security is provided and identification is protected as each student has a unique login and password for RamCT so their work is not visible to other students and is only seen by those with a need to know.

6. How will the University's Academic Integrity Policy be implemented, including how exams will be proctored?

The new Master of Computer Information Systems program uses an electronic proctoring system for use with exams taken off campus and is also using SafeAssign within RamCT for papers and presentations submitted as course deliverables or assessments.

7. Indicate the student effort distribution needed to complete this course in relation to the standard of minimum of three hours of student effort per week per credit for a semester (15 weeks plus finals). Provide estimates of time required for reading, viewing content delivered, study, participation in individual and/or group activities, and completion of assignments.

The new Master of Computer Information Systems courses are 3-credit hours:

- Lecture capture is used for all distance students; they have access to the full lecture delivered in the classroom to include the lecture material, all electronic supporting materials employed by the professor, student discussions, presentations and special speakers. These lectures include the requisite 3-50 minute sessions or 2-75 minute sessions per week.
- Reading or material study and assignments are expected to take an average of 5 to 7 hours per week depending on a student's level of mastery of the subject area from their professional experience. Within this estimate would be group or individual projects.
- The overall expected student involvement in course related activities on average per week could fluctuate from 8 to 10 hours per week.

8. What must the student access or possess (hardware, software, other components, Internet access) to complete this course? Indicate the availability and sources of student help/tutorials for effective use of these tools.

To complete this course, students will access required software through the College of Business' eLab, hardware requirements (home or office computer configurations) are published at time of admission and again at time of registrations. All students are required to have Internet access and reasonable connectivity speeds to download lectures and upload deliverables. Unique hardware requirements like Sequel Servers or LINUX operating systems are provided by the College of Business for student access.

The new Master of Computer Information Systems program has technical support or course support available to students on several different levels.

- All Master of Computer Information Systems program students have the Graduate Technical Support Team to help with computer and connectivity related questions, course registration and RamCT issues as well as general student technical issues like software availability, passwords, et cetera. This team has extended hours that cover evenings and weekends.
- The CIS-CLASS-HELP team is a unique technical support team for advanced software and hardware issues or obstacles related to course content requirements.
- CIS-IT Support team is available to work with student/instructor interface activities like LiveMeeting or Office Communicator.
- The MCIS Advisor offers assistance with program orientations, course requirements, academic performance issues, personal issues impacting course performance, registration and program plan outs as well as a host of other student service related issues or concerns.
- Tutorials have been identified for students who require broadened foundations in specific programming areas and there are other tutorial subject areas being developed.

9. How will the intellectual property rights of the faculty, department, university, students, and authors whose materials will be used in this course protected?

Students read the College's academic honesty policy in their orientation material and they hear the subject discussed in the orientation sessions either attended live or viewed on video.

Further, each student in the program signs a copyright form that clearly spells out the intellectual property policy in the College of Business; they sign that they understand what the policy means. This form is kept in their academic folders.

IX. Curriculum – Courses and Total Structure

There are no new courses being introduced with the Master in Computer Information Systems program.

X. Assessment of Student Learning/Outcomes Evaluation

Assessment of student learning will be determined by the professor in each class and is based on the content delivered. Student learning is assessed through individual assignments or problem sets, individual and group project work, papers, projects and exams. Each course in the MCIS offering is has been approved through UCC and each detailed how its content would be evaluated.

Outcomes evaluation is accomplished through the College of Business' Assurance of Learning (AOL) Program established to meet the requirements of AACSB. Each course has course objectives that are measured (1) through the end of term evaluations and (2) through the random AOL evaluations done across the graduate programs in the College.

FACULTY

XI. "Snapshot" of Faculty Resources

Faculty resources will not differ from the current master program with the exception that there will be less demand on faculty time for committee participation required under the current Plan B. The proposed Plan C will utilize the approximately 8 tenure-track faculty to deliver the curriculum with opportunity for additional tenure-track or special appointment faculty to offer areas of interest in the form of additional electives.

XII. Faculty Vitae

Vitae of the Computer Information System professors are found as Attachment A to this document.

RESOURCES

XIII. Impact of Program Request on Curriculum and Students

The request for the Plan C Master in Computer Information Systems has little additional impact curriculum or students. The curriculum is largely unchanged from the previous Plan B. As for students, the Plan C Master of Computer Information Systems provides them more options to focus on specialty areas within the degree.

XIV. Library Reference Sources

It is not expected that any additional library reference resources will be required. The current degree has minimal impact on Library Reference Sources because of the technical nature of the course content.

XV. Facilities, Equipment and Technology

The College of Business currently supports the MSBA-CIS with its technical and support needs; there is an expectation that neither technology nor support functions will increase markedly with the introduction of the Plan C. There is not expansion of technology requirements planned.

XVI. Summary of Budget Needs

No additional budget needs are expected at this time since this is a plan change to an existing program not a totally new program being introduced.

FOR A NEW GRADUATE PROGRAM

XVII. External Review Recommendations

Not executed because the Master of Computer Information Systems is not a new program but a revision from a Plan B MSBA-CIS to a Plan C MCIS.

ATTACHMENT A

XII. FACULTY VITAE

CHARLES W BUTLER, PROFESSOR

EDUCATION

Ph.D. in Business from Texas A&M University, College Station, TX, 1983

SELECTED ARTICLES

A National Health Care Policy for Software

National Business and Economics Society Annual Conference, 2009

Charles W Butler

The Role of Architecture in Enterprise Processes

Journal of Applied Business Research, Vol.8, No. 4, pages 13, 2008

Charles W Butler

A Survey of Software Development Methodology

National Business and Economics Society Annual Conference, 2007

Charles W Butler

Completing Software Projects on Time *National Business and Economics*

Society Annual Conference, 2007

Charles W Butler

Methodology Object Management and Quality Assurance

APM Executive Update, Vol.7, No. 19, pages 8, 2006

Charles W Butler, Gary L Richardson

A Survey of Software Requirement Gathering Techniques

National Business and Economics Society Annual Conference, March 2006

Charles W Butler

Multi-Methodology Bridge Diagrams

National Business and Economics Society Annual Conference, March 2006

Charles W Butler

The Implications of Sarbanes-Oxley for the IT Community

Cutter Consortium Enterprise Risk Management and Governance Report, Vol.2, No. 3, March 2005

Charles W Butler, Gary L Richardson

Adventures in M&A Wonderland

The Journal of Information Technology Management, Vol.18, No. 10, October 2005

Charles W Butler, Gary L Richardson

Methodology Object Management

Journal of Applied Business and Economics, Vol.5, No. 1, March 2005

Charles W Butler

Potential Control Processes for Sarbanes-Oxley

The Journal of Information Technology Management, Vol.2, March 2005

Charles W Butler, Gary L Richardson

The Application of McCabe's Structured Testing Methodology to Use

Cases *National Business and Economics Society Annual Conference, March 2005*

Charles W Butler

The Value of IT Project Management

National Business and Economics Society Annual Conference, March 2005

Charles W Butler

- Absorbing Sarbanes-Oxley within the Agile Community
APM Executive Update, Vol.5, No. 23, December 2004
Charles W Butler, Gary L Richardson
- Meta Enterprise Development Methodology
Projects and Profits, Vol. IV, No. 11, November 2004
Charles W Butler, Gary L Richardson
- Methodology Object Management: A Multi-Disciplinary Project Management Approach
The Evolution of Agile Project Management, 2004
Charles W Butler, Gary L Richardson
- Methodology Object Management: A Multi-Discipline Project Management Approach
The Journal of Information Technology Management, Vol.17, No. 6, June 2004
Charles W Butler, Gary L Richardson
- A Distance Education Learning Model *National Business and Economics Society Annual Conference, March 2004*
Charles W Butler
- Vulnerability Assessments: Communication Cannot Be Overlooked
Association for Business Communication Annual Conference, October 2003
Jackie L Hartman, Charles W Butler
- Critical Infrastructure Protection and Software Asset Management
National Business and Economics Society Annual Conference Proceedings, March 2003
Charles W Butler
- A Knowledge-Based Corporate Communication Structure
National Business and Economics Society Annual Conference, March 2003
Charles W Butler
- Selecting Information Technology Projects Using the Business Case Model
National Business and Economics Society Annual Conference, March 2002
Charles W Butler
- Collaborative Software and E-Mail as a Communication Model
National Business and Economics Society Annual Conference, March 2002
Charles W Butler
- Service Level Measurement for Information Technology Outsourcing
National Business and Economics Society Annual Meeting, March 2001
Charles W Butler
- 'Cruisin' Along the Autobahn - On the Road to Merger and Acquisition
National Business and Economics Society Annual Conference, March 2000
Charles W Butler
- Legacy Applications: Breaking the Data Ties that Bind You
IEEE IT Professional, Vol.1, No. 3, May/June 1999
Charles W Butler, Jon Clark

BOOKS

- Contemporary Readings in IT Project Management
pages 480
Thomson Course Technology, 2005, ISBN 0619217502
Gary L Richardson, Charles W Butler

A Primer on Structure Program Design
pages 232
Petrocelli Books, Inc., 1980, ISBN 0894330853
Gary L Richardson, Charles W Butler, John D Tomlinson
JON D CLARK, PROFESSOR/CHAIR

BIO

Jon D. Clark is Professor of Computer Information Systems in the College of Business at Colorado State University where he has served in the capacity of faculty member, chairman of the Department of Computer Information Systems and as Associate Dean. Prior to joining CSU in 1989, he was on the faculty at University of North Texas from 1979-1989, and at UT Dallas from 1975-1979. Having received his PhD from Case Western Reserve University, he has published three books, numerous articles and conference papers on database, software engineering, and cognitive constructs as predictors of programmer performance.

EDUCATION

Ph.D. in Management Information/Decision Systems from Case Western Reserve University, Cleveland, Ohio, 1977
M.B.A. in Finance from Eastern Michigan University, Ypsilanti, Michigan, 1972
B.A. in Industrial Administration from Michigan State University, East Lansing, Michigan, 1968

SELECTED ARTICLES

Implementation of a Distance MS-CIS Program: Lessons Learned and Principles for Success
Information Systems Education Journal, Vol.10, pages 33-39, 2012
Jon D. Clark

The Value of Conceptual Modeling in Database Development: An Experimental Investigation
Evaluation of Modeling Methods in Systems Analysis and Design 2003 Conference, 2003
D. E. Turk, L. R. Vijayasarathy, J. D. Clark

Assessing the Value of Modeling in Database Development: A Research Agenda
2nd Annual Symposium on Research in Systems Analysis and Design, 2003
D. E. T, L. R. Vijayasarathy, J. D. Clark

Survey and Analysis of Business Rule Extraction Techniques
Proceedings of the 3rd Reverse Engineering Forum, September 1992
Jon D Clark, Phil Glasier, Charles Butler

System Death Cycle: Identification of Metrics of the Retirement Stage
Proceeding of the Third International Conference on the Management of Technology, pages 594-603, February 1992
Jon D Clark, Joseph Williams, Rick Edgman

System Quality & Reliability Improvement through the Malcolm Baldrige National Quality Assurance Guidelines and the Deming Management Method
Decision Sciences Institute Annual Meeting, November 1991
Jon D Clark, Rick Edgeman

Reverse Engineering of Data Models through IEW
Knowledgware International Conference, pages 371-381, April 1991
Jon D Clark

The Information Explosion

Proceedings of TIMS/ORSA Conference, May 1990

Jon D Clark, Joseph Williams

Measuring Program Complexity Using Halstead's Metric

Decision Sciences Institute Annual Meeting, November 1988

Jon D Clark, Michael Lucas Gibson

The Influence of Programmer's Cognitive Complexity on Program Comprehension and Modification

Hawaii International Conference on System Sciences, pages 1044, November 1986

Jon D Clark, Omar E.M. Khalil

Computer Performance Auditing

Proceedings of the 16 Annual Conference on Computer Audit, Control and Security, April 1986

Jon D Clark

Data Dictionary/Directory Systems: Administration, Implementation and Usage: A Book Review Interfaces, March 1984

Jon D Clark

Utilization of Canonical Analysis for Performance Evaluation in a Multiprocessor Environment

Proceedings of the Computer Science and Statistics: 12 Annual Symposium on the Interface, pages 409-412, May 1979

Jon D Clark, Thomas J Reynolds

A Utility for the Generation of a Preliminary Data Dictionary/Directory

Proceedings of the 1978 Annual Conference, pages 223-229, December 1978

Jon D Clark

A Procedure for the Determination of Attribute Access Probabilities

ACM SIGMOD International Conference on Management of Data, pages 110-117, May 1978

Jon D Clark, Jeffrey A Hoffer

Determination of Attribute Access Probabilities for Data Base Design

ACM Computer Science Conference, February 1978

Jon D Clark

Reverse Engineering: A Contemporary Perspective

IEEE IT Professional, Vol.1, No. 3, May 1999

Jon D Clark, Charles Butler

A Demographic Analysis of Information Systems Faculty

Journal of Computer Information Systems, pages 85-90, spring 1993

Jon D Clark, Susan W Athey, W John Plotnicki

The Information Explosion: Fact or Myth?

IEEE Transactions on Engineering Management, Vol.39, No. 1, pages 79-84, February 1992

Jon D Clark, Joseph Williams

Reverse Engineering of Data models for IEW/ADW

IEEE Reverse Engineering Newsletter, pages 5-7, January 1992

Jon D Clark

A CASE Bibliography-Part 1

System Builder, pages 17-18, June 1990

Jon D Clark, Cary Hughes

A CASE Bibliography-Part 2

System Builder, pages 8, April 1990

Jon D Clark, Cary Hughes

- Function Versus Data-Driven Methodologies: A Prescriptive Metric
ACM Software Engineering Notes, Vol.15, No. 2, pages 26, April 1990
Jon D Clark
- The Stages to CASE Usage
Datamation, pages 41-44, February 1990
Jon D Clark, Cary Hughes
- A Note on the Cost-Performance Ratios of IBM's 43xx Series
Performance Evaluation Review, Vol.12, No. 2, pages 44-45, Spring/Summer 1984
Jon D Clark, Thomas C Richards
- Notes of the State of Data Base Audit
SIGMOD Record, Vol.13, No. 1, pages 79-91, September 1982
Jon D Clark, Fred Davis
- An Update on Economies-of-Scale in Computing Systems
Performance Evaluation Review, Vol.10, No. 4, pages 13-14, winter 1981
Jon D Clark
- Cost-Efficiency on Minis through Mainframes
Datamation, Vol.19, No. 12, pages 43-46, December 1981
Jon D Clark
- An Empirical Investigation of the Effectiveness of Several Computer Performance Evaluation Tools
Performance Evaluation Review, Vol.9, No. 3, pages 31-36, fall 1980
Jon D Clark, Robert Golladay
- A Feature Analysis of Performance Evaluation Texts
Performance Evaluation Review, Vol.8, No. 4, pages 9-11, winter 1979
Jon D Clark
- Computer Performance: An Empirical Approach
Performance Evaluation Review, Vol.8, No. 1 and 2, pages 97-101, Spring/Summer 1979
Jon D Clark, Thomas J Reynolds, Michael J Intille
- Storage Structure Layout Better than Subjective Design
Data Management, Vol.17, No. 12, pages 30-32, 51, December 1979
Jon D Clark
- A Psychometric Evaluation of the Use of Data Flow Diagrams
SIGCHI Bulletin, Vol.15, No. 1, pages 3-6, July 1983
Jon D Clark
- A Psychometric Evaluation of Yourdon's Design Methodology
SIGCHI Bulletin, Vol.14, No. 2, pages 9-12, October 1982
Jon D Clark
- Use of Models in Programming: a preliminary investigation
IS OneWorld 2005, 2005
Jon D Clark, Leo R. Vijayasarathy, Daniel Turk
- An Empirical Investigation of Models versus Prototypes in Systems Development
AMCIS 2006, 2006
Jon D Clark, Daniel Turk, Leo Vijayasarathy
- Identification and Dynamics of Critical Processes for Enterprise Engineering
Proceedings of the 4th Reverse Engineering Forum, September 1994
Jon D Clark
- Business process Reengineering: The Value-Added Stage

Proceedings of the 6th Annual Software Technology Conference, pages 10-14, April 1994

Jon D Clark

ISO 9000: A Problem for Information Technology?

Hawaii International Conference on System Sciences, pages 769-773, January 1993

Jon D Clark, Robert A Rademacher

The Influence of Programmer's Cognitive Complexity on Program Comprehension and Modification

International Journal of Man-Machine Studies, pages 219-236, February 1989

Jon D Clark, Omar Khalil

BOOKS

Computer System Selection: An Integrated Approach
pages 221

Praeger Special Studies, 1981, ISBN 0-03-057888-4

Jon D Clark, Arnold Reisman

Data Base Selection, Design, and Administration
pages 235

Praeger Special Studies, 1980, ISBN 0-03-055891-3

Jon D Clark

Physical Data Base Record Design

QED Information Sciences, 1979, ISBN 1

Jon D Clark, Jeffrey A Hoffer

PRESENTATIONS

Use of Models in Java Programming: A Preliminary Investigation

Congreso Internacional de Ciencias Computacionales, Monterey, Mexico, October, 2005

Jon D Clark

Distance Learning Alternatives

AACSB EMBA Conference, Montreal, Canada, October, 1997

Jon D Clark

Distance Learning at CSU

University of Wisconsin System Professional Development Institute, Milwaukee, Wisconsin, June, 1997

Jon D Clark

Education as an Electronic Commodity-The Infrastructure is Forming

IV Congreso De Computacion E Informatica, Monterey, Mexico, October, 1996

Jon D Clark

IS '95 Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems

III Congreso Internacional De Computacion E Informatica, Monterey, Mexico, October, 1995

Jon D Clark

Identification and Dynamics of Critical Processes for Enterprise Engineering

II Congreso Internacional De Computacion E Informatica, Monterey, Mexico, September, 1994

Jon D Clark

- Business Process Reengineering: The Value Added Stage
Congreso Internacional De Computacion E Informatica, Monterey, Mexico, September, 1993
Jon D Clark
- The Application of a CASE Stage Model
1991 CIO Forum, Houston, Texas, May, 1991
Jon D Clark, Charles Butler
- Reverse engineering: How to Preserve Your Investment in Systems and Data
Anderson Consulting Migration Path Planning Conference, Denver, Colorado, November, 1990
Jon D Clark, Charles Butler
- Faculty Intern Programs
ISECON '88, Dallas, Texas, October, 1988
Jon D Clark
- Applications of Knowledge Engineering Environment (KEE) on the Explorer
Texas Instruments Artificial Intelligence Laboratory, Austin, Texas, April, 1988
Jon D Clark
- Artificial Intelligence and ELIZA
Denton Psychological Association, Denton, Texas, April, 1988
Jon D Clark
- Artificial Intelligence and Pattern Recognition
Torch Club, Fort Worth, Texas, November, 1981
Jon D Clark
- Future Trends in Data Base
Computer and Information Management Corporation, Dallas, Texas, March, 1976
Jon D Clark
- Data Base Management Systems: A User's View
2008 Waste Treatment Plant Conference, Dallas, Texas, February, 1976
Jon D Clark
- A Decision-Support System for the Data Base Administrator
Management Information Systems Technical Department Conference of the Association for Systems Management, Cleveland, Ohio, October, 1974
Jon D Clark

STEPHEN C HAYNE, PROFESSOR

BIO

Dr. Hayne's (Ph.D. in management information systems from University of Arizona) research interests lie mainly in collaborative technologies, knowledge management and distributed databases. Much of his research is rooted in the desire to use innovative technology to solve real business problems. To this end he has implemented tools in graphical environments to assist groups in communication and decision-making, i.e. shared drawing, group brainstorming, concurrent issue surfacing and consolidation. He is also applying this technology to support decision making during crisis situations.

His articles have appeared in such journals as *Journal of Management Information Systems*, *Journal of Systems and Software*, *Journal of Computer Supported Collaborative Work*, *Journal of Information and Technology Management*, *Management Communication Quarterly* among others. He has co-edited the book *Real-Time Group Drawing* (1995, McGraw-Hill). His research grants now total more than \$3,200,000 (Office of Naval Research, National Science Foundation, Natural Sciences and Engineering Research Council, etc.) He received an IBM Faculty Fellowship in 2006, the College of Business Research Award, and was the First National Bank Research Fellow from 2005-2007. Dr. Hayne is also currently an Adjunct Professor for Executive Education and the GLCP program at the American Graduate School of International Management (Thunderbird). He has taught an Executive MBA course in Romania (2008, 2009, 2010) entitled "Information Technology and Knowledge Management".

He was/is registration chair and treasurer for GROUP 2009 (Florida), GROUP 2010 (Florida), CSCW 2010 (Georgia) and CSCW 2011 (Beijing), CSCW 2012. He was co-chair of the Association for Information Systems Americas Conference in 2007 (with John Hoxmeier). He is past chair of the Special Interest Group on Supporting Group Work, has co-chaired a mini-track on Decision Making under Time Pressure at the Association for Information Systems Americas Conference, and was general chair for the GROUP '99 Conference, held in Phoenix (he was also chair in 1997). He gave a speech on Electronic Commerce to 3000 people at the Success 2000 Conference.

EDUCATION

Ph.D. in Management Information Systems from University of Arizona, Tucson, AZ, 1990

B.Com. in Computer Science, Finance, Management Science from University of Alberta, Edmonton, Canada, 1986

A.A. in Bass Guitar, Voice from Grant MacEwan Community College, Edmonton, Canada, 1983

ARTICLES

'Where's Farah?': Knowledge Silos and Information Fusion by Distributed Collaborating Teams
Information Systems Frontiers, 2011

Stephen C Hayne, L Troup, S McComb

Evolution of Social Networks in a Large Research Institution: Visualization and Analysis
Hawaii International Conference on System Sciences, 2011

Stephen C Hayne, J Folkstad

- Effects of Training on Collaboration: Chunk Sharing and Performance
Journal is not in list - being petitioned, 2009
Stephen C Hayne
- Using Storytelling to Enhance Information Systems Knowledge Transfer
ISOneWorld 2009, 2009
Stephen C Hayne
- Introduction to the Special Issue on Darwinian Perspectives on Electronic Communication
IEEE Transactions on Professional Communication, 2008
N Kock, D Hantula, Stephen Hayne, G Sadd, P Todd
- Barking Up the Right Tree: Are Small Groups Rational Agents?
Experimental Economics, Vol.9, No. 3, pages 209-222, 2006
James Cox, Stephen C Hayne
- The Relationship between e-Collaboration and Cognition
International Journal of e-Collaboration, Vol.1, No. 3, pages 17-34, 2005
Stephen C Hayne, CAP Smith
- The Use of Pattern-Communication Tools and Team Pattern Recognition
IEEE Transactions on Professional Communication, 2005
Stephen C Hayne, CAP Smith, L. Vijayasarathy
- Pattern Recognition: Sharing Cognitive Chunks under Time Pressure
Hawaii International Conference on System Sciences, 2005
Stephen C Hayne, CAP Smith, L. Vijayasarathy
- Training for Collaboration and Cognitive Alignment
Americas Conference on Information Systems, 2005
Stephen C Hayne, Cap Smith
- When Does Free Riding Promote Rational Bidding?
Experimental Business Research, Vol.2, 2004
S. Hayne, J. C. Cox
- The Effect of a Telepointer on Student Performance and Reference
Computers and Education, Vol.44, No. 1, pages 35-51, 2004
J. Adams, B. Rogers, S. Hayne, G. Mark, J. Nash
- The Use of Pattern-Sharing Tools and Team Pattern Recognition
IFIP International Conference on Decision Support Systems, 2004
Stephen C Hayne, CAP Smith, L. Vijayasarathy
- Accuracy and Attribution of Comment Authorship by Technically Anonymous Groups
Journal of Management Information Systems, Vol.20, No. 1, pages 301-326, 2003
S. Hayne, C. Pollard, R. Rice
- The Effectiveness of Groups Recognizing Patterns
International Journal of Human-Computer Studies, Vol.59, No. 5, pages 523-543, 2003
S. C. Hayne, C. A.P. Smith, D. Turk
- Who Wins on eBay: An Analysis of Bidders and Their Bid Behaviors
Electronic Markets - the Intl. Journal of Electronic Commerce & Business Media, Vol.13, No. 4, pages 282-293, 2003
S. C. Hayne, C. A.P. Smith, L. R. Vijayasarathy

- When Does Free Riding Promote Rational Bidding?
Asian Conference on Experimental Business Research, December 2003
S. Hayne, J. C. Cox
- Trends in Time Spent in Meetings and Extent of GSS Use in Organizations: Report on Longitudinal Empirical Study
Group Decision and Negotiation Conference, July 2002
C Pollard, S. Hayne
- Barking Up the Right Tree: Are Small Groups Rational Agents?
Behavioral Economics Conference, July 2002
J. C. Cox, S. Hayne
- A Comparative Analysis of Critical Issues Facing Canadian Information Systems Personnel: A National and Global Perspective
Information & Management, Vol.38, No. 2, pages 73-86, December 2000
S. Hayne, C. Pollard
- An Investigation of the Effect of Computerized Support Systems on Group Decision Making Under Time Pressure
Journal of Accounting Abstracts, 2000
V. Arnold, S. Hayne, C. A.P. Smith, S. Sutton
- Group Decision Making: The Impact of Opportunity - Cost Time and Group Support Systems
Behavioral Research in Accounting, Vol.12, pages 69-76, 2000
V. Arnold, S. G. Sutton, S. C. Hayne, C. A.P. Smith
- The Facilitators Perspective on Meetings and Implications for Group Support Systems Design
Data Base, Vol.30, No. 4, pages 72-91, 1999
S. Hayne
- Groupware and Social Networks: Will Life Ever Be the Same Again?
Journal of Information and Software Technology, Vol.41, No. 6, pages 311-318, 1999
M. Pendergast, S. Hayne
- The Use of Pattern Sharing Tools and Team Pattern Recognition
IFIP International Conference on Decision Support Systems, 1999
S. C. Hayne, C. A.P. Smith, L. R. Vijayasarathy
- Content Factors Influencing Accuracy of Authorship Attributions for Anonymous, Mediated Brainstorming Comments
Academy of Best Paper Proceedings, 1999
R. E. Rice, S. Hayne, C. Pollard

BOOKS

- Macrocognition in Teams: Theories and Methodologies
Chapter(s) Collaborative Team Pattern Recognition Templates and Team Decision Making
2008
Stephen C Hayne, C Smith
- Advanced Topics in e-Collaboration
chapter(s) Propositions for Cognitive Support of e-Collaboration
Idea Group Publishing, Editor Ned Kock, 2006
Stephen C Hayne, CAP Smith

GROUP '99: Proceeding of the International Conference on Supporting Group Work
page 480
ACM Press, Editor Stephen Hayne, 1999
Stephen C Hayne

AWARDS, HONORS, AND GRANTS

- Best Teacher Nomination from Colorado State University, 2011
- Social Network Formation, Detection and Composition from Office of Naval Research, 2011
- C-RAM: Cognitively-Based Rapid Assessment Methodology from Office of Naval Research, 2010
- C-RAM: Cognitively-Based Rapid Assessment Methodology from Office of Naval Research, 2009
- Improving Performance of Virtual Teams: Effectiveness of Cognitive Templates on Leadership from U.S. Army Research Office, 2008
- C-RAM: Cognitively-Based Rapid Assessment Methodology from Office of Naval Research, 2008
- Improving Virtual Team Performance with Cognitive Templates from U.S. Army Research Office, 2007
- Templates and Stories: Improving Participation Of Women In Stem from National Science Foundation, 2007
- Using Templates to Improve Performance in Mixed-Presence Virtual Teams from Army Research Institute, 2006
- Cognitive-Focused Agent Support for Collaborative, Network-Centric Decision-Making from Office of Naval Research, 2006
- Cognitive-Focused Agent Support for Collaborative, Network-Centric Decision-Making from Office of Naval Research, 2006
- C-RAM: Cognitively-Based Rapid Assessment Methodology from Office of Naval Research, 2006
- Using Templates to Improve Retention of Women in Science from National Science Foundation, 2006
- Women in the Math and Science: The Impact of Storytelling Templates from IBM, 2006
- Cognitive Systems for Human Pattern Recognition and Collaboration from National Science Foundation, 2005
- Equipment Grant for Cognition and Collaboration from DARPA, 2005
- A Human-Centric Architecture for Net-Centric Operations from Office of Naval Research, 2005
- Women in the Math and Science: The Impact of Storytelling Templates from IBM, 2005
- A Human-Centric Architecture for Net-Centric Operations from Office of Naval Research, 2004
- Shared Information and Virtual Surfaces from Office of Naval Research, 2004
- Research Fellowship from First National Bank, 2004
- Best Paper Award from Academy of Management Conference, 1999
- Nominated for Teaching Excellence Award from University of Calgary, 1993
- Best Paper Award from Hawaii International Conference on System Sciences, 1993
- Nominated for Teaching Excellence Award from University of Calgary, 1992
- Doctoral Student Consortium from Decision Sciences Institute, 1989
- Teaching Excellence Award from University of Arizona, 1988

MEMBERSHIPS

Association for Computing Machinery
Institute of Electrical and Electronics Engineers

PRESENTATIONS

Chunking and Team Pattern Recognition
CORE Workshop (pre-ICIS), Seattle, Washington, December, 2003
S. Hayne, C. A.P. Smith, L. Vijayasarathy

Predicting Sniping in eBay Auctions
INFORMS Conference, San Jose, California, November, 2002
S. Hayne, C. A.P. Smith, L. Vijayasarathy

Barking Up the Right Tree: Are Small Groups Rational Agents?
INFORMS Conference, San Jose, California, November, 2002
J. C. Cox, S. Hayne

Sniping in eBay Auctions: Cultural Implications
University of Arizona, Tucson, Arizona, 2002
Stephen C Hayne

E-Biz: Savior or Anarchist
Success 2000 Conference, Phoenix, Arizona, 2000
Stephen C Hayne

Groups and the Curse of Information
Microsoft Research, Unknown, Unknown, 1999
Stephen C Hayne

Groups and the Curse of Information
University of British Columbia, Unknown, Canada, 1999
Stephen C Hayne

GRETCHEN IRWIN CASTERELLA, ASSOCIATE PROFESSOR

EDUCATION

Ph.D. in Information Systems from University of Colorado, Boulder, CO, 1995
M.S. in Information Systems from University of Colorado, Boulder, CO, 1991
B.S. in Finance from University of Florida, Gainesville, FL, 1986

SELECTED ARTICLES

- The Role of Similarity in the Reuse of Object-Oriented Models
Journal of Management Information Systems, Vol.19, No. 2, pages 219-248, 2002
G. Irwin
- An Ontological Evaluation of Use Case Grammar
Americas Conference on Information Systems, August 2004
G. Irwin, D. Turk
- The Use of Technology-Enabled Learning Tools in an Introductory Information Systems Course
Americas Conference on Information Systems, August 2001
G. Irwin, C. Wasalathantry
- Data Abstractions and Their Use: An Experimental Study of User Productivity
Human-Computer Interaction - INTERACT '99, pages 86-94, 1999
A. Srinivasan, G. Irwin
- Expert-Novice Differences in Object-Oriented Modeling
INFORMS Conference, 1998
Gretchen Irwin, C Wasalathantry
- An Ontological Analysis of Use Case Modeling Grammar
Journal of the Association for Information Systems, pages 1-36, 2005
Gretchen Irwin, Dan Turk
- Exploring the Difficulties Associated with Learning Object-Oriented Techniques
Journal of Management Information Systems, 1997
S Sheetz, Gretchen Irwin, D Tegarden, J Nelson, D Monarchi
- Journey's Up the Mountain: Different Paths to Learning Object-Oriented Programming
Accounting, Management & Information Technology, 1997
J Nelson, Gretchen Irwin, D Monarchi
- Beyond Object-Oriented Technology: Where Current Approaches Fall Short
Human-Computer Interaction, 1995
G Fischer, D Redmiles, Gretchen Irwin, I Williams, A. Aoki
- A Research Typology for Object-Oriented Analysis and Design
Communications of the ACM, 1992
D Monarchi, Gretchen Irwin
- Communicating the Message: Translating Tasks into Queries in a Database Context
IEEE Transactions on Professional Communication, Vol.49, No. 2, pages 145-159, 2006
Ananth Srinivasan, Gretchen Irwin

BOOKS

- Object Oriented Technology: Challenges and Recommendations
Chapter(s) Reuse in Object Oriented Modeling: An Empirical Study of Experienced and Novice Analysts, pages 89-113
Idea Group Publishing, 2000
Gretchen Irwin, C Wasalathantry

MEMBERSHIPS

Association of Information Systems and Association for Computing Machinery

JOHN PLOTNICKI, ASSOCIATE PROFESSOR

BIO

John Plotnicki is an Associate Professor in Computer Information Systems. He joined Colorado State University in 1979 in the then named Department of Management Science and Information Systems (since renamed to Computer Information Systems) to teach Management Science and Statistics classes. He has an undergraduate degree in Engineering Physics from the University of Tennessee, Knoxville, an MBA from Colorado State University, and a Ph.D. in Management Science from the University of Tennessee, Knoxville. In 1981, he acquired the role of Director of Computing Technology for the College of Business and served in that role for over 10 years. During that time, he moved the College to the next generation of computing technology by successfully proposing and receiving over \$2 million in grants from Hewlett-Packard, AT&T and NCR. After that, he served as CIS Department Chair for 15 years. During that time, he was instrumental in the College of Business being awarded the IBM Linux Hub for the Americas for over 5 years, a grant that was valued at over \$25 million and resulted in many research projects and student access to cutting edge technologies. He also was one of the four founding members of ISTeC (Information Science & Technology Center) at CSU which integrates CSU's efforts in the Information Sciences across campus. His initial research was in scheduling theory with more recent research in job markets and technology trends.

EDUCATION

Ph.D. in Management Science from University of Tennessee, Knoxville, Tennessee, 1980
M.B.A. in Business Administration from Colorado State University, Fort Collins, CO, 1974
B.S. in Engineering Physics from University of Tennessee, Knoxville, Tennessee, 1972

SELECTED ARTICLES

An Evaluation of Research Productivity in Academic IT
Communication of AIS, April 2000
S. Athey, J. Plotnicki

AWARDS, HONORS, AND GRANTS

For the Enhancement of the Undergraduate Experience from Gladys Eddy Award, 1996
Faculty Appreciation Award from Delta Sigma Pi, 1995
Faculty Appreciation Award from Delta Sigma Pi, 1994
Outstanding Advisor Award from Jack E. Cermak, 1995
Outstanding Business Faculty Award from Delta Sigma Pi, 1993
Outstanding Faculty Member Award from Beta Alpha Si, 1993
Faculty Achievement Award from Pat Griffin, 1991
CIS Professor of the Year from Data Processing Club, 1991
Achievement Award from Hewlett-Packard, 1988

C.A.P SMITH, ASSOCIATE PROFESSOR

BIO

C.A.P. Smith holds an engineering degree from M.I.T. and a Ph.D. in Information Systems from the University of Arizona. He is currently an Associate Professor of Information Systems at Colorado State University. Cap teaches courses in enterprise systems at both the graduate and undergraduate level; he is the academic coordinator for SAP on the CSU campus. Prior to working for CSU, he was a senior scientist at the US Navy's Space and Naval Warfare Systems Center in San Diego, also known as SPAWAR. While at SPAWAR he conducted a program of research into decision-making and managed development of state-of-the-art decision support systems. He has published a number of scholarly articles in journals such as Human Factors, International Journal of Human-Computer Systems, and the International Journal of Human-Computer Interaction.

EDUCATION

Ph.D. in MIS from University of Arizona, Tucson, AZ, 1990
B.S. in Mechanical Engineering from Massachusetts Institute of Technology, 1980

ARTICLES

- Who Wins on eBay: An Analysis of Bidders and Their Bid Behaviors
Electronic Markets - the Intl. Journal of Electronic Commerce & Business Media, Vol.13, No. 4, pages 282-293, 2003
S. C. Hayne, C. A.P. Smith, L. R. Vijayasarathy
- The Use of Pattern Sharing Tools and Team Pattern Recognition
IFIP International Conference on Decision Support Systems, 1999
S. C. Hayne, C. A.P. Smith, L. R. Vijayasarathy
- Decision Support for Air Warfare: Detection of Deceptive Threats
Group Decision and Negotiation, Vol.13, pages 129-148, 2004
C. A.P. Smith, J. Johnston, C. Paris
- The Effectiveness of Groups Recognizing Patterns
International Journal of Human-Computer Studies, Vol.59, No. 5, pages 523-543, 2003
S. C. Hayne, C. A.P. Smith, D. Turk
- Group Decision Making: The Impact of Opportunity - Cost Time and Group Support Systems
Behavioral Research in Accounting, Vol.12, pages 69-76, 2000
V. Arnold, S. G. Sutton, S. C. Hayne, C. A.P. Smith
- Dynamic Models of Augmented Condition
International Journal of Human-Computer Interaction, 2004
P. Young, B. Clegg, C. A.P. Smith
- An Investigation of the Effect of Computerized Support Systems on Group Decision Making Under Time Pressure
Journal of Accounting Abstracts, 2000
V. Arnold, S. Hayne, C. A.P. Smith, S. Sutton
- Interruption Management: The Use of Attention-Directing Tactile Cues
Human Factors, Vol.47, No. 1, pages 1-11, 2005
Pamela Hopp-Levine, Charles AP Smith, B. Clegg, E. Heggstad

Application of Cognitive Load Theory to Developing a Measure of Team Decision Efficiency
Journal of Military Psychology, 2006

J Johnston, S. Fiore, C. Paris, C. Smith

The Relationship between e-Collaboration and Cognition
International Journal of e-Collaboration, Vol.1, No. 3, Summer/Autumn 2005

S. Hayne, C. Smith

The Use of Pattern-Communication Tools and Team Pattern Recognition
IEEE Transactions on Professional Communication, 2006

S. Hayne, C. Smith

Tactile Interruption Management: Tactile Cues as Task-Switching Reminders
Journal of Cognition, Technology, and Work, 2006

P. Hopp-Levine, C. Smith, B. Clegg, E. Heggstad

The Use of Pattern-Sharing Tools and Team Pattern Recognition
DSS Conference, summer 2004

S Hayne, C.A.P. Smith, L Vijayasarathy

Pattern Recognition: Sharing Cognitive Chunks under Time Pressure
Hawaii International Conference on System Sciences, pages 30b-40b, winter 2005

S Hayne, C.A.P. Smith, L Vijayasarathy

Training for Collaboration and Cognitive Alignment
Americas Conference on Information Systems, summer 2005

S Hayne, C.A.P. Smith, L Vijayasarathy

BOOKS

Advanced Topics in e-Collaboration
Editor Ned Kock, 2006, ISBN 9999999999
C.A.P. Smith, S Hayne

AWARDS, HONORS, AND GRANTS

- o Best Paper Award from Western Decision Science, 1993
- o Rogers Corporation Award for Research from MIT, 1980
- o Best Paper Award from AIS Conference, 2005
- o Excellence in Research from College of Business, 2006

DANIEL E TURK, ASSOCIATE PROFESSOR

BIO

Dr. Dan Turk is an Associate Professor in the Computer Information Systems department at Colorado State University in Fort Collins, Colorado.

Dr. Turk received a M.S. degree in computer science from Andrews University and a Ph.D. degree in business administration (computer information systems) from Georgia State University. His research interests are in the areas of computer networking, object-oriented systems, software engineering, business- and system-level modeling, software development process modeling, the value of modeling, process improvement, and the empirical study of these areas. He is a member of the IEEE and the ACM, and has published papers in IEEE Transactions on Software Engineering, Journal of the Association for Information Systems, IBM Systems Journal, Information and Software Technology, Journal of Database Management, L'Objet, The Journal of Systems and Software, Information Technology & Management, the Journal of Information Technology Management, and the International Journal of Human Computer Studies.

Dr. Turk enjoys participating in many outdoor activities, including running, hiking, climbing, mountain biking, and snow skiing. He has run 29 marathons, including 12 on Pikes Peak and 4 times at Boston, and has run 1 50-mile mountain trail ultra-marathon. Dr. Turk has climbed all 54 of the Colorado 14ers, Mt Rainier (Washington), and 2 of the "Seven Summits" – Mt Kilimanjaro in Tanzania (Africa) and Aconcagua in Argentina (South America). He and his wife enjoy traveling, both locally and internationally. They have travelled numerous places in Europe, Asia, the Middle East, and South America.

EDUCATION

Ph.D. in Business Administration (CIS) from Georgia State University, Atlanta, GA, 1999

M.S. in Computer Science from Andrews University, Berrien Springs, MI, 1988

B.A. in Psychology from Southern Adventist University, Collegedale, TN, 1984

SELECTED ARTICLES

An Ontological Evaluation of Use Case Grammar

Americas Conference on Information Systems, August 2004

G. Irwin, D. Turk

The Value of Conceptual Modeling in Database Development: An Experimental Investigation

CAiSE/IFIP 8.1 International Workshop on Evaluation of Modeling Methods in Systems Analysis and Design (EMMSAD), June 2003

Daniel Turk, Leo Vijayasarathy, Jon Clark

Assessing the Value of Modeling in Systems Development: A Research Agenda

Symposium on Research in Systems Analysis and Design, April 2003

Daniel Turk, Leo Vijayasarathy, Jon Clark

The Effectiveness of Groups Recognizing Patterns

International Journal of Human-Computer Studies, Vol.59, No. 5, pages 523-543, 2003

Stephen C. Hayne, C. A.P. Smith, Dan Turk

Understanding Agile Software-Development Processes

Journal of Database Management, Vol.16, No. 4, pages 62-87, Oct-Dec 2005

Daniel Turk, Robert France, Bernhard Rumpe

- Virtual Linux Servers Under z/VM: Security, Performance, and Administration Issues
IBM Systems Journal, Vol.44, No. 2, pages 341-351, May 2005
Daniel E Turk, Jonathan Bausch
- An Ontological Analysis of Use Case Grammar
Journal of the Association for Information Systems, Vol.6, No. 1, pages 1-36, January 2005
Irwin Gretchen, Daniel Turk
- Supporting Effective Software Modeling
L'Objet, Vol.9, No. 4, pages 11-29, 2003
France Robert, Sudipto Ghosh, Daniel Turk
- Predicting Maintenance Performance Using Object-Oriented Design Complexity Metrics
IEEE Transactions on Software Engineering, Vol.29, No. 1, pages 77-87, January 2003
Rajendra Bandi, Vijay Vaishnavi, Daniel Turk
- Traditional, Iterative, and Component-Based Development: A Social Analysis of Software Development Paradigms
Information Technology and Management, Vol.2, No. 1, pages 53-70, January 2001
Daniel Robey, Daniel Turk, Richard Welke
- An Investigation of Risk Perception and Risk Propensity on the Decision to Continue a Software Development Project
The Journal of Systems and Software, Vol.53, No. 2, pages 145-158, August 2000
Mark Keil, Linda Wallace, Dan Turk, Gayle Dixon-Randall, Urban Nulden
- Use of Models in Programming: A Preliminary Investigation
IS OneWorld 2005, Mar/Apr 2005
Leo Vijayasathy, Jon Clark, Daniel Turk
- Limitations of Agile Software Processes
Conference on Extreme Programming and Agile Processes in Software Engineering, May 2002
Dan Turk, Robert France, Bernhard Rumpel
- Towards a Model-Driven Approach to Reuse
International Conference on Object-Oriented Information Systems, August 2001
Robert France, Sudipto Ghosh, Daniel Turk
- Software Process Models are Software Too: A Domain Class Model for Software Process Models
International Resource Management Association (IRMA) International Conference, pages 548-550, May 2000
Dan Turk, Vijay Vaishnavi
- Mapping From an OO Design to a Non-OO Implementation: A Classroom Perspective
Conference on Object-Oriented Programming, Systems, Languages, and Applications (OOPSLA) Educator's Symposium, November 1999
Dan Turk
- Problem and Solution Frameworks for Software Development Process Modeling
Americas Conference on Information Systems, pages 770-772, August 1999
Dan Turk, Vijay Vaishnavi
- Process Modelers Need Models Too
Americas Conference on Information Systems, pages 900-902, August 1998
Dan Turk, Vijay Vaishnavi
- An Integrated Framework for ISD Process Improvement: Moving Up the CMM Hierarchy
Information Resources Management Association International Conference, May 1997
Dan Turk, Kuldeep Kumar

An Empirical Investigation of Models versus Prototypes in Systems Development
Americas Conference on Information Systems, pages 3902-3912, August 2006
Dan Turk, Leo Vijayasarathy, Jon Clark

RICHARD T TURLEY, INSTRUCTOR

BIO

Dr. Turley joined CSU following 25 years in various management and executive positions with Hewlett-Packard Company and Colorado Memory Systems, including VP-level positions in Marketing, Quality, and Engineering. He also served as the Operations Manager with overall business responsibility for PC tape products at HP. He has a proven track record in business strategy creation and new product development across the full product lifecycle. Dr. Turley currently maintains an active consulting practice in Engineering Management and Technology Assessment. He is active as an expert witness in cases involving product liability and patent infringement regarding high technology.

Prior to joining CSU, Dr. Turley taught at the University of Northern Colorado for 5 years. His classes included introduction to information systems, software system design, and computer forensics. He also taught the innovative "Foundations of Business Thought" course that studies the classic literature to further student understanding of modern business practices.

Dr. Turley is a member of the Computer Information Systems department and teaches courses in the MMP, GSSE, Professional MBA, and Executive MBA programs. He travels extensively with student teams completing enterprise creation projects as part of the GSSE program. He recently taught information systems in the Executive MBA program at the Kazakhstan Institute of Management (KIMEP) in Almaty, Kazakhstan.

EDUCATION

Ph.D. in Computer Science from Colorado State University, Fort Collins, CO, 1991
Other in Degree of Engineer - EE from Stanford University, Palo Alto, CA, 1985
M.S. in Computer Science from Colorado State University, Fort Collins, CO, 1980
B.S. in Electrical Engineering from Case Western Reserve University, Cleveland, OH, 1977
B.S. in Mathematics from Case Western Reserve University, Cleveland, OH, 1977

CERTIFICATIONS

Computer Forensics, Professional Development Certificate
Registered Professional Engineer - State of Colorado

SELECTED ARTICLES

Identifying Essential Competencies of Software Engineers
ACM Conference on Computer Science, pages 271-278, 1994

Richard T. Turley, James M. Bieman

What It Takes to be an Outstanding Software Engineer
The Long Term View, Vol.3, No. 4, pages 75-78, winter 1997

Richard T. Turley, J. M. Bieman

Competencies of Exceptional and Non-Exceptional Software Engineers
The Journal of Systems and Software, Vol.28, No. 1, pages 19-38, 1995

Richard T. Turley, J. M. Bieman

Development of a High-Performance, Half-inch Tape Drive
Hewlett-Packard Journal, Vol.36, No. 3, pages 11-12, 14-16, 1985

Richard T. Turley, H. L. Curtis

A Designed for VLSI Tape Drive

Hewlett Packard Conference on VLSI Design, 1984

Richard T. Turley, Gordon Thayer

Essential Competencies of Software Engineers Derived from Critical Incident Interviews

Empirical Studies of Programmers: Fifth Workshop, 1993

Richard T. Turley, James Bieman

PRESENTATIONS

A Designed for VLSI Tape Drive

Hewlett-Packard Conference on VLSI Design, Corvallis, Oregon, 1984

Richard T. Turley, G. Thayer

LEO R VIJAYASARATHY, ASSOCIATE PROFESSOR

BIO

Leo R. Vijayasaraty is Associate Professor of Computer Information Systems and Kemble Family Research Fellow in the College of Business at Colorado State University. He earned an MBA from Marquette University and his Ph.D. from Florida International University.

Dr. Vijayasaraty joined Colorado State University in 2000 after academic appointments at Barry University and North Dakota State University, where he also served as the Coordinator of MIS. His research on the development, use and consequences of information systems has been published in *Electronic Markets*, *European Journal of Information Systems*, *IEEE Transactions on Professional Communications*, *Information & Management*, *Internet Research*, *Information and Software Technology*, *International Journal of Production Economics*, and *Journal of Management Information Systems*. He enjoys helping students learn software development tools and technologies, and mentoring them on their projects and theses. He has received university grants to support his teaching and research initiatives, and has been recognized with a Mortar Board Award for Excellence in Academic Teaching, North Dakota State University College of Business Administration Outstanding Research Award, and Accenture's Certificate of Outstanding Achievement. He serves on the editorial advisory board of *Internet Research*, and is the advisor for the CIS Club.

EDUCATION

Ph.D. in Management Information Systems from Florida International University, Miami, FL, 1994
M.B.A. in Business from Marquette University, Milwaukee, WI, 1988
B. Comm. in Commerce from Loyola College, Madras, Tamil Nadu, 1982

SELECTED ARTICLES

Predicting Consumer Intentions to Use Online Shopping: The Case for an Augmented Technology Acceptance Model

Information & Management, Vol.41, No. 6, pages 747-762, 2004

L. R. Vijayasaraty

Who Wins on eBay: An Analysis of Bidders and Their Bid Behaviors

Electronic Markets - the Intl. Journal of Electronic Commerce & Business Media, Vol.13, No. 4, pages 282-293, 2003

S. C. Hayne, C. A.P. Smith, L. R. Vijayasaraty

Psychographic Profiling of the Online Shopper

Journal of Electronic Commerce in Organizations, Vol.1, No. 3, pages 48-72, 2003

L. R. Vijayasaraty

Shopping Orientations, Product Types and Internet Shopping Intentions

Electronic Markets - the Intl. Journal of Electronic Commerce & Business Media, Vol.13, No. 1, pages 67-79, 2003

L. R. Vijayasaraty

Product Characteristics and Internet Shopping Intentions

Internet Research, Vol.12, No. 5, pages 411-426, 2002

L. R. Vijayasaraty

- Internet Taxation, Privacy and Security: Opinions of the Taxed and Legislated
Quarterly Journal of Electronic Commerce, Vol.3, No. 1, pages 53-71, 2002
L. R. Vijayasarathy
- Beyond Beliefs: The Impact of Shopping Orientations, Product Types, and Shopping Aids on
Attitude and Intention to Use Online Shopping
Quarterly Journal of Electronic Commerce, Vol.2, No. 2, pages 99-113, 2001
L. R. Vijayasarathy
- Do Internet Shopping Aids Make a Difference? An Empirical Investigation
Electronic Markets - the Intl. Journal of Electronic Commerce & Business Media, Vol.11, No. 1,
pages 75-83, 2001
L. R. Vijayasarathy, J. M. Jones
- Print and Internet Catalog Shopping: Assessing Attitudes and Intentions
Internet Research, Vol.10, No. 3, pages 191-202, 2000
L. R. Vijayasarathy, J. M. Jones
- Intentions to Shop Using Internet Catalogs: Exploring the Effects of Product Types, Shopping
Orientations, and Attitude towards Computers
Electronic Markets - the Intl. Journal of Electronic Commerce & Business Media, Vol.10, No. 1,
pages 29-38, 2000
L. R. Vijayasarathy, J. M. Jones
- Shopping Modes Images of Internet- and Print- Catalogs: Individuals Perceptions vs. Important
Others' Perceptions
WebNet Journal, pages 28-36, winter 1999
J. M. Jones, L. R. Vijayasarathy
- The Use of Pattern Sharing Tools and Team Pattern Recognition
IFIP International Conference on Decision Support Systems, 2004
S. C. Hayne, C. A.P. Smith, L. R. Vijayasarathy
- The Value of Conceptual Modeling in Database Development: An Experimental Investigation
Evaluation of Modeling Methods in Systems Analysis and Design 2003 Conference, 2004
D. E. Turk, L. R. Vijayasarathy, J. D. Clark
- Assessing the Value of Modeling in Database Development: A Research Agenda
2nd Annual Symposium on Research in Systems Analysis and Design, 2003
D. E. T, L. R. Vijayasarathy, J. D. Clark
- An Extension of the Technology Acceptance Model to B2C E-Commerce
Decision Sciences Institute Annual Meeting, 2002
L. R. Vijayasarathy
- Consumer Perspectives on Internet Taxation, Privacy, and Security
Decision Sciences Institute Annual Meeting, 2001
L. R. Vijayasarathy
- The Impact of Shopping Aids on Online Shopping Perceptions
Decision Sciences Institute Annual Meeting, 2000
L. R. Vijayasarathy, J. M. Jones
- Consumer Attitudes and Intentions towards Internet Catalog Shopping: The Impact of Product
Characteristics and Shopping Orientations
Decision Sciences Institute Annual Meeting, pages 335-337, 1999
L. R. Vijayasarathy, J. M. Jones

Perceptions of Internet Shopping: An Experimental Comparison of New Entrant and Established Catalogers

Developments in Marketing Science, Vol.22, No. 35, 1999

L. R. Vijayasaraty, J. M. Jones

The Use of Pattern-Communication Tools and Team Pattern Recognition

IEEE Transactions on Professional Communication, Vol.48, No. 4, pages 377-390, 2005

Hayne C Stephen, Charles Smith, Leo R Vijayasaraty

Internet Consumer Catalog Shopping: Findings from an Exploratory Study and Directions for Future Research

Internet Research, Vol.8, No. 4, pages 322-330, 1998

Joseph M Jones, Leo R Vijayasaraty

The Effects of EDI on Market Channel Relationships in Retailing

Information & Management, Vol.33, No. 2, pages 73-86, 1997

Leo R Vijayasaraty, Daniel Robey

Adoption factors and Electronic Data Interchange Use: A Survey of Retail Companies

International Journal of Retail & Distribution Management, Vol.25, No. 9, pages 286-292, 1997

Leo R Vijayasaraty, Michael L Tyler

An Empirical Investigation of the Antecedents of Telecommunication-based Inter-organizational Systems

European Journal of Information Systems, Vol.3, No. 4, 1994

Rajiv Sabherwal, Leo R Vijayasaraty

Organizational Integration and the Use of Telecommunication Technologies for Internal Links: An Empirical Investigation

Journal of High Technology Management Research, Vol.5, No. 1, pages 77-99, 1994

Leo R Vijayasaraty, Rajiv Sabherwal

Perceptions of Conflict and Success in Information Systems Development Projects

Journal of Management Information Systems, Vol.10, No. 1, pages 123-139, 1993

Daniel Robey, Larry A Smith, Leo R Vijayasaraty

An Empirical Investigation of Models versus Prototypes in Systems Development

Americas Conference on Information Systems, 2006

Daniel Turk, Leo R Vijayasaraty, Clark Jon

Training for Collaboration and Cognitive Alignment

Americas Conference on Information Systems, 2005

Stephen C Hayne, Charles Smith, Leo R Vijayasaraty

Technology Use in Supply Chain Management

IS OneWorld 2005, 2005

Leo R Vijayasaraty

Use of Models in Programming: A Preliminary Investigation

IS OneWorld 2005, 2005

Leo R Vijayasaraty, Jon Clark, Daniel Turk

Team Pattern Recognition: Sharing Cognitive Chunks under Time Pressure

Hawaii International Conference on System Sciences, 2005

Stephen Hayne, Charles Smith, Leo Vijayasaraty

- Internet Shopping: Consumer Perceptions and Behavioral Intentions
Decision Sciences Institute Annual Meeting, 1998
Leo R Vijayarathy, Joseph M Jones
- Preliminary Results from an Experiment on Perceptions of Internet Catalog Shopping and Traditional Catalog Shopping
Decision Sciences Institute Annual Meeting, 1998
Joseph M Jones, Leo R Vijayarathy
- Perceptions of On-Line Shopping and Catalog Shopping
WebNet World Conference, 1998
Leo R Vijayarathy, Joseph M Jones
- Electronic Commerce - An IS Perspective
WebNet World Conference, 1998
Kevin Olson, Leo R Vijayarathy
- A Web-Mediated Opportunity for University-Corporate Partnership
International Business Schools Computing Association Annual Conference, 1998
C Green, R W Schrader, Leo R Vijayarathy
- Internet Measurement and Forecasting
Contemporary Business Readings, 1998
John Gochenouer, Leo R Vijayarathy
- Assessing MIS Journal Criteria: An AHP Evaluation
Decision Sciences Institute Annual Meeting, 1994
P J Kirs, K Muralidhar, Leo R Vijayarathy
- The Moderating Role of Need for Cognition on On-Line Shopping and Catalog Shopping
Decision Sciences Institute Annual Meeting, 1997
Leo R Vijayarathy, Joseph M Jones
- Training Methods and Learning Performance: A Comparison of Exploration-based and Instruction-based Training Strategies on Novice Users' Learning of a Computer System
Decision Sciences Institute Annual Meeting, 1993
Leo R Vijayarathy, P J Kirs
- Resource Dependence Theory: Implications for Inter-organizational Information Systems Research
Decision Sciences Institute Annual Meeting, 1993
Leo R Vijayarathy
- Agile Software Development: A Survey of Early Adopters
Journal of Information Technology Management, 2008
Leo R Vijayarathy, Daniel Turk
- Determinants of Agile Software Development Use: A Survey of Early Adopters
ISOneWorld 2009, 2009
Leo R Vijayarathy
- Antecedents and Consequences of Integration in the Supply Chain
International Decision Sciences Institute Conference, 2009
Leo R Vijayarathy
- The Value of Conceptual Modeling in Database Development: An Experimental Investigation
Evaluation of Modeling Methods in Systems Analysis and Design 2003 Conference, 2003
Daniel Turk, Leo R Vijayarathy, Jon Clark

BOOKS

Social and Cognitive Impacts of E-Commerce on Modern Organizations
Chapter(s) A Psychographic Approach to Segmenting the Electronic Shopper, pages 90-118
Idea Group Publishing, Editor Medhi Khosrow-Pour, 2004
L. R. Vijayasarathy

AWARDS, HONORS, AND GRANTS

- Research and Consulting Committee Grant-in-Aid Award from NDSU, 2000
- Research and Consulting Committee Grant-in-Aid Award from NDSU, 1999
- College of Business Administration Outstanding Research Award from NDSU, 1998
- College of Business Administration Outstanding Research Award from NDSU, 1997
- Mortar Board Award for Excellence in Academic Teaching from NDSU, 1998
- Mortar Board Award for Excellence in Academic Teaching from NDSU, 1997
- Participant, Doctoral Student Consortium from Decision Sciences Institute Annual Meeting, 1991
- Recipient, Outstanding Achievement in the Doctoral Program from Florida International University, 1989

MEMBERSHIPS

Association of Information Systems
Decision Sciences Institute

PRESENTATIONS

Chunking and Team Pattern Recognition
Information Systems' Special Interest Group on Cognitive Research Pre-ICIS Workshop, Seattle, Washington, December, 2003

L. R. Vijayasarathy

Information Technology in Supply Chain Management
34th Annual Meeting of the Decision Sciences Institute, Washington, District of Columbia, November, 2003

L. R. Vijayasarathy

An Extension of the Technology Acceptance Model to B2C E-Commerce
Decision Sciences Institute Annual Meeting, San Diego, California, November, 2002

L. R. Vijayasarathy

An Extension of the Technology Acceptance Model to B2C E-Commerce
Colorado State University College of Business Research Colloquium, Fort Collins, Colorado, February, 2002

L. R. Vijayasarathy

The Impact of Shopping Aids on Online Shopping Perceptions
Decision Sciences Institute Annual Meeting, Orlando, Florida, November, 2000

L. R. Vijayasarathy

Consumer Attitudes and Intentions towards Internet Catalog Shopping: The Impact of Product Characteristics and Shopping Orientations
Decision Sciences Institute Annual Meeting, New Orleans, Louisiana, November, 1999

L. R. Vijayasarathy

Outstanding in the Field: Get Connected

North Dakota Business Conference, North Dakota, October, 1999

L. R. Vijayasarathy

Technology Use and Supply Chain Performance

Decision Sciences Institute Annual Meeting, San Francisco, California, November, 2005

Leo R Vijayasarathy

Agile Software Development

Decision Sciences Institute Annual Meeting, San Antonio, Texas, November, 2006

Leo R Vijayasarathy

Integration in the Supply Chain

Decision Sciences Institute International Annual Meeting, Phoenix, Arizona, November, 2007

Leo R Vijayasarathy

Software Development Approaches: Conceptual Frameworks and Some Empirical Findings

Research Seminar Presentation - Indian Institute of Management, Bangalore, India, 2008

Leo R Vijayasarathy

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Action Item

MATTERS FOR ACTION:

Master of Information Technology Management

RECOMMENDED ACTION:

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

EXPLANATION:

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

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

The Master of Information Technology Management program is designed to prepare students for a wide variety of leadership roles within the information technology industry. The program will incorporate leadership skills, knowledge, analytical abilities, global perspectives, and management tools needed to effectively and efficiently lead and manage information technology within organizations. Students will gain an increased understanding and awareness in managing, leading, and planning technical operations at the enterprise level. Graduates of the program are prepared for positions as managers and senior leaders in information systems management. This proposed program consists of eight (8) core courses and a four (4) specialization courses (36 total semester hours of credit) required of all students.

Approved _____ Denied _____

Board Secretary

Date



Colorado State University
GLOBAL CAMPUS

Program Title: Master of Information Technology Management

Degree Type: Graduate

Recommended CIP Code: 52.1206

Overview of Program:

Colorado State University-Global Campus (CSU-Global) is proposing a Master of Information Technology Management (MITM) program. The MITM degree is designed to prepare students for a wide variety of leadership roles within technology management. The program will incorporate leadership skills, knowledge, analytical abilities, global perspectives, and management tools needed to effectively and efficiently lead and manage information technology within organizations. Students will gain an increased understanding and awareness in managing, leading, and planning technical operations at the enterprise level such as the management of a technology department. Graduates of the program are prepared for positions as managers and senior leaders in information technology management in non-technology sectors. This proposed program consists of eight (8) core courses and a four (4) credit specialization (36 total semester hours of credit) required of all students within the degree program.

Mission Appropriate:

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

Evidence of Need:

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

- There were 307,900 information technology managers in 2010 (BLS, 2010)
- The career path for information technology managers is expected to grow 18 percent from 2010 to 2012, faster than the average for all occupations (BLS, 2010)
- Median wages for information technology managers was \$115,780 in May 2008 (BLS, 2010)
- Employers prefer information technology managers to have a graduate degree (BLS, 2008)

Evidence of Student Demand:

Student demand for the Master of Information Technology Management degree is demonstrated through the number of IT management graduate degrees annually conferred in the United States and through the volume of Google Search impressions per month for undergraduate information technology management programs.

- In 2009, there were 4,641 degrees conferred (market research, 2011)
- Google search requests for information technology management degrees were over 215,061 per month (market research, 2011)
- Estimates show the number of yearly graduates will range from 50 - 1,453 students based on the top 15 producers nationally (propriety market research, 2011)

CSU System and State Positioning:

Within the CSU System, there is not currently a Master of Information Technology Management. CSU in Fort Collins has a Master of Science in Business Administration-Computer Information Systems which has a stronger focus on software and infrastructure development compared with the CSU-Global MITM program’s focus on developing managers who can provide IT leadership in organizations. The MITM is a program designed for professionals who manage information systems or would like to move into upper level IT management. In addition, the CSU-Global program is fully online, meets the criteria of the CSU-Global Campus Difference, and is built on the CSU-Global learning environment. There are currently no other online Master of Information Technology Management programs offered by Colorado public institutions.

CSU-Global’s online program, therefore, has sufficient market differentiation from the current System offerings. Additionally, the Information Technology Management program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

Similar Programs in State and Region:

See Addendum A

Student Population in Five Years and Profile:

Table 1: Enrollment Projections – Master of Information Technology Management						
	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Student Headcount	125	175	245	343	480	1,368
FTE	75	105	147	205	288	820
Graduates	0	23	52	74	103	144

CSU-Global’s Graduate Admissions Requirements:

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

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

Applicants must submit official transcripts from each postsecondary institution attended. Applicants may enroll in a maximum of six (6) credits in admit conditional status before official transcripts and other required documentation must be submitted.

Curriculum and Program Outcomes:

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

- Demonstrate technical knowledge, skills, and abilities.
- Apply effective and efficient technological solutions to issues in a complex enterprise.
- Evaluate the potential ethical and legal ramifications of information technology in a complex organization and on society.
- Align the organization's business and IT objectives for optimal accomplishment of common strategic goals through the incorporation of internal staff, vendors, partners, and consultants.
- Recommend and execute technology-based solutions that are aligned with strategic and operational objectives of the organization.
- Communicate IT plans and recommendations to decision-making groups and others.

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

1. **ISM505 Management of Information Technology:** This course is appropriate for students with previous experience and coursework in IT. It provides IT professionals with various complex problems in the workplace that are mitigated using information technology. It also covers basic IT project management and proposing IT based solutions for the IT enterprise.
2. **ISM510 Information Technology in the Global Enterprise:** This course provides an in-depth look at the challenges organizations face as they operate in a global economy. Students will describe utilization of virtual teams, management strategies, and effective uses of IT for establishing an organization's worldwide presence (Prerequisite: ISM505).
3. **ISM520 Innovative Solutions in Complex Organizations:** This course presents real world business problems that require effective IT solutions in complex organizations, which may include collaboration with local and multinational vendors. Students analyze existing technology in the workplace and evaluate new trends including cloud computing, virtualization, and mobile solutions for remote employees in an effort to gain or maintain technological competitive advantages (Prerequisite: ISM505 & ISM510).
4. **ISM525 Ethical Considerations in Managing Information Technology:** This course provides information about the ethical considerations and issues IT professionals encounter in the workplace in regards to data, electronic communication, and information security. Students will evaluate and interpret information technology policies and regulations and discuss the implications for ethical decisions by IT professionals and leadership (Prerequisite: ISM505).
5. **ISM540 Information Technology Auditing and Assurance:** This course provides students with a foundation and understanding of IT auditing services used in midsize to large organizations. Students will focus on security, integrity, and availability of information systems integrating financial, performance, and operational auditing and assurance services (Prerequisite: ISM505 and ISM525).
6. **ISM550 Information Systems and Security:** This course presents an overview and broad perspective of possible exploits and dangers that can compromise information systems in the workplace. Students learn the roles, responsibilities, and essential tools needed for IT Managers to secure organizations that rely on data in sensitive operations (Prerequisite: ISM505 and ISM510).
7. **ISM560 Effective Communication and Business Alignment of IT Initiatives:** This course teaches the communication skills needed to effectively present IT solutions and make recommendations to directors, C-level executives, and others who may or may not understand technical details. Students learn effective means of communicating technical ideas or thoughts to non-technical audiences for approval, budgets, and types of proposals (Prerequisite: ISM505).

8. **ISM581 Capstone — Information Technology Management:** The capstone course allows the students to review an organization's needs and address all the challenges involved with implementing and or changing information technology in a complex organization. Students will analyze organizational objectives and propose a solution and a full implementation plan. The proposed solution must address strategies for overcoming the challenges of IT related projects such as assessing risks, reduction of funding, and keeping the support of executive management. Students will utilize skills gained throughout the program to demonstrate the ability to design an IT project from conception to post deployment (Prerequisite: Successful completion of all core and specialization coursework).

Faculty Resources– Current and Required:

CSU-Global Campus currently has six program-specific faculty members under contract who have both terminal degrees and relevant industry experience. Additionally, the CSU-Global Campus faculty includes an additional 20 qualified graduate faculty members who deliver related coursework and would be able to support elements of the program. Existing faculty members have been identified for curriculum development and course instruction for the Information Technology Management program.

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

Library Resources– Current and Required:

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

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

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

- ABI/INFORM Dateline (ProQuest) - Business
- ABI/INFORM Global (ProQuest) - Business
- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary

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

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

Facilities, Equipment, and Technology – Current and Required:

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

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

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

CSU-Global Campus also provides 24/7 live tutoring, technical support, library database access, career center information, student skills workshops, updates, and student feedback and survey forms through the Blackboard interface. To monitor student learning, CSU-Global uses two cycles of assessment Waypoint software to store data and rubrics that are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking

assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based tool designed to manage quality improvement processes.

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

Budget Summary:

The CSU-Global Master of Information Technology Management program learning outcomes and course scope and sequence were developed based on a comprehensive review of university programs in addition to faculty feedback and guidance from external stakeholders.

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost for development for each of the two new core courses for the program is \$6,000 for a total cost of \$12,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$12,000 investment with the completion of approximately 10 enrollments in major courses.

Table 2: Financial Projections						
	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$1,012,500	\$1,417,500	\$1,984,500	\$2,778,300	\$3,888,000	\$11,080,800
Total Costs	\$470,082	\$567,521	\$794,529	\$1,112,341	\$1,556,469	\$4,500,941
Net Income	\$542,418	\$849,979	\$1,189,971	\$1,665,959	\$2,331,531	\$6,579,859

Projected Launch: Fall 2013

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

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 and Summer Semesters 2013.

EXPLANATION:

Presented by Tony Frank, President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements at the end of Spring and Summer Semesters 2013. The Office of Enrollment Services has processed the applications for graduation; only those individuals who complete all requirements receive degrees.

MATTERS FOR ACTION:

New Special Academic Unit: Graduate Degree in Public Health – Graduate School

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Graduate School, to establish a new Special Academic Unit – Graduate Degree in Public Health. If approved, this degree program will be effective July 1, 2013.

EXPLANATION:

Presented by Tony Frank, President.

According to the request submitted, the Graduate Degree Program in Public Health (GDPPH) at Colorado State University (CSU) currently exists under the administration of the Graduate School. This degree program is the CSU home for the Master of Public Health degree program (MPH) offered by the Colorado School of Public Health (CSPH). As one of the partner institutions comprising the CSPPH, CSU's MPH program has grown rapidly and attracted involvement of faculty from across campus. Establishment of GDPPH as a Special Academic Unit will formalize the governance structure as described in the Code. It will also allow Public Health courses to be developed and offered under a unique subject code belonging to the Program.

The primary reason for requesting that the GDPPH become a Special Academic Unit (SAU) is to increase administrative structure and visibility for the Program. Specifically, the SAU will include an Academic Oversight Committee comprising the Deans of the Colleges of Applied Human Sciences, Liberal Arts, Natural Sciences, and Veterinary Medicine and Biomedical Sciences, and chaired by the Dean of the Graduate School. This committee will allow for:

More cohesive and streamlined oversight regarding decisions that include multiple colleges on campus;

Increased communication and visibility between these colleges regarding a common theme of Public Health; and

Valuable input regarding the future development and direction of the Program.

Stretch Goal or Strategic Initiative: N/A

MATTERS FOR ACTION:

Revision to the Colorado State University Student Conduct Code: Student Discipline Appeals

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Student Conduct Code regarding Discipline Appeals.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University, and Dr. Blanche Hughes, Vice President for Student Affairs

Under the Colorado State University Student Conduct Code, the student discipline process begins when a Hearing Officer from Conflict Resolution and Student Conduct determines that an incident report warrants a University disciplinary hearing and charges the student with one or more Student Conduct Code violations. The student is notified of the charges in writing, along with information about the hearing. A University Hearing Officer conducts a hearing under certain guidelines. After the hearing, the Hearing Officer decides the outcome of each charge based on the preponderance of the evidence standard – whether it is more likely than not that the student violated the Student Conduct Code. The Hearing Officer also determines the appropriate disciplinary action.

A Hearing Officer's decision may be appealed to the University Discipline Panel, which consists of the Chair of the Discipline Panel as well as faculty members and students. If the Chair determines that acceptable grounds for an appeal exist, the Chair will convene an Appeals Committee. The Appeals Committee may reverse or affirm the Hearing Officer's decision, or the case may be returned to the Hearing Officer for further consideration. Currently, the decisions of the Appeals Committee are final.

The proposed revisions to the Student Conduct Code provide for a higher level of review in certain types of appeals. The Appeal Committee may affirm a Hearing Officer's decision or return the case back to the Hearing Officer without a higher level of review. However, if the case involves student suspension, expulsion, sexual harassment or sexual

misconduct and the Appeal Committee determines that the decision should be reversed, the committee must make a recommendation to the Vice Provost for Faculty Affairs and the Vice President for Student Affairs to make the final decision. If there is not an agreement between the Vice Provost and the Vice President, then the matter is referred to the Provost for final action. If the Appeals Committee wishes to reverse other lower level cases, it must make a recommendation to the Dean of Students, who makes the final decision. In addition, the proposed changes provide that the Director of the Office of Equal Opportunity will be involved in all Appeal Committee deliberations in sexual misconduct/harassment cases as a non-voting member.

Approved

Denied

Board Secretary

Date

Filing an Appeal:

A Hearing Officer's decision may be appealed to the University Discipline Panel by either the Respondent(s) or Complainant(s). The student must submit a written request to the Office of Conflict Resolution and Student Conduct Services within seven (7) business days after the student is notified of the Hearing Officer's decision. The appeal request must include the reasons for the request and be addressed to the Chair of the University Discipline Panel. Administrative support for the Discipline Panel is provided through Conflict Resolution and Student Conduct Services. Failure to submit a request for appeal in writing within the specified time will render the Hearing Officer's decision as final.

General Information:

The University Discipline Panel consists of ten (10) academic faculty members and ten (10) students. Faculty is nominated by the Faculty Council Committee on Faculty Governance each year in February. Members are elected by Faculty Council in April. Faculty members serve three-year terms, staggered so that approximately one-third are elected each year. Terms of office begin July 1 after each election. All full-time academic faculty above the rank of instructor are eligible for membership, unless they have administrative appointments of more than half time. A member who has served two consecutive terms is ineligible for reappointment for a period of two years. Vacancies are filled in the same manner as the initial selection of the resigning member.

Student members are nominated by the President of the Associated Students of Colorado State University and ratified by the ASCSU Senate. Student members serve a one-year academic term. Any vacancies will be filled as quickly as possible using the same process of nomination by the President and ratification by the ASCSU Senate. ASCSU leaders or their designees, who have received appropriate training, may serve on the panel, as needed, over winter or summer breaks or if selected members are not available. All full-fee paying students in good standing with the University are eligible to serve on the University Discipline Panel.

The Chair of the Discipline Panel is an administrative nomination made by the Vice President of Student Affairs and is approved by the Faculty Council. The Chair must be re-approved by the Faculty Council every three years but is otherwise not subject to specific term limits.

The Office of Conflict Resolution and Student Conduct Services shall coordinate and provide regular training to the University Discipline Panel regarding the Student Conduct Code and related legal, policy and procedural issues implicated by student disciplinary proceedings. Examples of important training topics include the hearing and appeal process, the standard of review on appeal, sexual misconduct and harassment, alcohol and other drugs, mental health, campus safety and other issues.

Appeal Process:

Except as necessary to explain the basis of new information not available at the time of the original hearing, an appeal shall be limited to a review of the record of the hearing and supporting documents. The Chair of the University Discipline Panel shall consider the appeal request based on one or more of the following:

- a. Whether the hearing was conducted fairly, giving both the Respondent and Complainant the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for sustaining an appeal unless there is an adverse effect on the outcome of the hearing.
- b. Whether the decision was based on substantial and sufficient information. That is, whether there was information presented in the case that, if believed by the Hearing Officer, was sufficient to establish that a violation of the Student Conduct Code occurred.
- c. Whether the sanction(s) imposed were appropriate for the violation.
- d. Whether the decision separates the student from the University through disciplinary suspension or expulsion.
- e. Whether there is new information not available at the time of the original hearing that may be relevant to the final decision.
- f. To petition for removal of a disciplinary transcript notation or for eligibility to re-apply to the University after completing the terms of a disciplinary suspension. Appeals are

directed to the panel only when the Hearing Officer determines the original terms were not satisfactorily completed.

The Chair of the Discipline Panel will review the written request for appeal to determine if an appeal should be granted. After reviewing the request, which may include a review of the record and/or meeting with the parties involved and/or the Hearing Officer, the Chair of the Discipline Panel shall take one of the following actions:

- a. Deny the appeal.
- b. Return the case to the Hearing Officer or Director of Conflict Resolution and Student Conduct Services for further consideration. The student must abide by the original conditions while the case is under review.
- c. Convene an Appeals Committee to review the record of the original case.
- d. Grant a hearing with an Appeals Committee to consider new information not available at the time of the original hearing.

When an appeal is granted, the Appeal Committee reviews the record, or schedules a hearing to address new information not available at the time of the original hearing, if necessary. In the meantime, the Respondent must comply with all restrictions from the Hearing Officer's original decision, including separation from University housing, no contact orders, restrictions from specific facilities, suspensions or other conditions. Unless otherwise specified, a student may continue to attend classes while the appeal is pending.

When questions of law arise, the Chair may consult with University Legal Counsel.

A list of University Discipline Panel members is provided to the Respondent and/or the Complainant(s). The Hearing Officer, Respondent or Complainant may request, to the Chair, the removal of a member of the panel with cause. The Chair decides whether sufficient cause exists to remove members. Members of the panel shall excuse themselves if they have a conflict of interest. The Chair of the University Discipline Panel either chairs the Appeals Committee or selects a Chair from among the faculty members of the University Discipline Panel. The remaining two faculty and two students are selected from the remaining names.

In all cases involving sexual misconduct or harassment, the Director of Equal Opportunity (or qualified designee) shall participate, as a non-voting member, in all deliberations of the Appeal Committee.

If a hearing is granted to consider new information that was not available at the time of the original hearing, it follows the hearing process set forth in Article IV, Section D.

Actions of the Appeal Committee:

The Appeal Committee, upon conclusion of its review, shall do one of the following:

- a. Affirm the decision, if the Appeal Committee agrees that the information supports the decision of the Hearing Officer. Decisions affirmed by the Appeal Committee are final.
- b. Return the case to the Hearing Officer for further consideration, which may include recommendations for increasing or decreasing the penalty or addressing additional issues. While the case is being reconsidered, the student must continue to abide by any stated conditions.
- c. Recommend reversal of the decision, if the Appeal Committee disagrees with the Hearing Officer's evaluation of evidence and does not believe sufficient evidence exists to support a violation of the Student Conduct Code. If the Appeal Committee recommends a reversal, the Chair shall submit a recommendation in writing, as follows:
 - a. In all cases involving suspension or expulsion from the University (whether imposed by the original Hearing Officer or recommended by the Appeal Committee after review), the Chair of the Appeal Committee shall make a recommendation in writing to the Vice Provost for Faculty Affairs and the Vice President of Student Affairs for final review.
 - b. In all cases involving any form of sexual misconduct or harassment, the Chair of the Appeal Committee shall make a recommendation in writing to the Vice Provost for Faculty Affairs and Vice President of Student Affairs for final review, who may also consult with the Director of Equal Opportunity.

- c. In all other cases involving individual student violations of the Conduct Code, the Chair of the Appeal Committee shall make a recommendation in writing to the Dean of Students for final review.

The Vice Provost for Faculty Affairs, Vice President of Student Affairs and Dean of Students, as applicable, after review of the recommendations of the Appeal Committee and consultation with others as deemed appropriate or necessary, shall do one of the following:

- d. Affirm the recommendation of the Appeal Committee;
- e. Affirm the decision of the original Hearing Officer;
- f. Return the case to the Director of Conflict Resolution and Student Conduct services for additional review or to impose alternate sanctions.

If the Vice Provost for Faculty Affairs and Vice President of Student Affairs are unable to agree on the action to be taken, it may be referred to the Executive Vice President/Provost for final action.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Amending Department Chair selection process:

This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the department chair selection process has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Section 2.7.3 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to the Department Chair selection process.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The intent of the amendment is to clarify Department Chair Selection process by addressing resolution of disagreement between the Dean and the departmental faculty, and clarifying mode of communication.

Proposed Revisions to Department Chair Selection Process

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

2.7.3.2 Selection and Replacement Procedures

- a. The Dean shall declare the position of Department Chair open by notification at a departmental meeting or in written communication to faculty no fewer than 90 days prior to the expiration of the three-year (3) term of office, or in the case of unforeseen vacancy (e.g. the resignation, death, or extended illness of the present department chair) within 30 days of the vacancy.
- b. If a majority of the faculty in a department requests a meeting with the Dean to discuss the Chair's performance, the Dean shall call and preside at such a meeting. The Chair must be notified of the time, date, and place of this meeting and has the right to attend. The purpose of this meeting is to resolve any disputes regarding the Chair's performance. If disputes cannot be satisfactorily resolved within a reasonable period of time, a referendum on the Chair shall be conducted by the Dean upon request of a majority of the faculty in the department. If two-thirds of the faculty vote to remove the Chair in a properly called and conducted referendum, the Dean should declare the position of Chair open.
- c. The Dean, Provost, or President may also remove the Chair from administrative duties. Prior to such removal, the Dean must first consult with the members of the department and the Chair must be given an opportunity to consult with the Dean.
- d. Upon declaring the position of Department Chair open, the Dean shall state whether the search for a replacement will be internal or external. An internal search shall be conducted if the department has no authorized vacant positions.
- e. If an internal search is to be conducted, the Dean shall request names of nominees from the members of the department. All ranked faculty within the department shall be eligible for the Chair position. If the name of more than one nominee is sent to the Dean, the Dean shall convene a meeting of the department for the purpose of nominees' presenting ideas on serving as Chair. Following this meeting, the members of the department shall individually forward their written recommendation for Chair to the Dean. The written recommendations will not be included in the nominee's personnel file. The Dean shall subsequently appoint a Chair, subject to approval by the Provost and the President. If the department forwards the name of one nominee, that person shall become the Chair subject to appointment by the Dean and approval by the Provost and the President.
- f. If nominees are unacceptable to the Dean, the dean shall meet with the department to explain objections and shall instruct the department to renew the nomination process. After two submissions or 45 days, if the disagreement persists, the Dean shall forward the written recommendations from departmental faculty and his/her written recommendation to the Provost. The Provost will determine how to proceed. ~~If the department forwards the name of one nominee, that person shall become the Chair subject to appointment by the Dean and approval by the Provost and the President.~~¹
- g. If a Department Chair position is open in a department with an authorized vacant faculty position, an external search for a Chair may be conducted at the discretion of the Dean with approval of the Provost and President.

¹ This sentence has been moved to paragraph e.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Revision of Conflict of Interest disclosure procedure: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the conflict of interest disclosure has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Section 2.7.1 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to a revision of the conflict of interest disclosure procedure.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

Under current policy, only at the time of first hire do all faculty submit a form addressing possible conflict of interest. Subsequently, faculty only self-report what they consider to be a possible conflict of interest. In the interest of maintaining the most accurate documentation, the proposed amendments require faculty to submit annual statements indicating whether or not a conflict of interest exists, along with a management plan when necessary.

Proposed additions appear in underlined bold blue;

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

2.7.1.1.7 Procedures for Disclosing of Conflict or Potential Conflict of Interest

- a. As part of every new employee orientation and, after initial employment, on or before October 1 of each year, all faculty members will be required to complete the “Conflict of Interest Policy – Disclosure Form” in Appendix D. The form shall indicate any and all activities or projects currently in progress or planned, which have the potential for interpretation as a conflict of interest (see examples in 2.7.1.1.3). ~~In addition, the form shall be submitted at any time during the year prior to engaging in activities that have the potential for interpretation as a conflict of interest.~~
- b. Prior to engaging in activities that have the potential for interpretation as a conflict of interest at any other time during the calendar year, faculty shall submit an updated form.
- ~~b. If the faculty member has nothing to disclose at the time of initial orientation, the form will be retained as part of the official personnel file.~~
- c. If the faculty member indicates a potential conflict of interest ~~during initial orientation or~~ at any time during employment, the ~~form will be completed at that time and forwarded to the Department Chair for review. The Department Chair will review the information provided and may request additional information if necessary. The Department Chair shall then render, on the form, an opinion indicating whether there is a conflict of interest~~ following procedure will be followed:
 - (i) The form will be forwarded to the Department Chair for review. The Department Chair will review the information provided and may request additional information if necessary. The Department Chair shall then render, on the form, an opinion indicating whether there is a conflict of interest.
 - ~~e.~~ (ii) If a known conflict of interest occurs at any time during employment, faculty members shall be governed in their responsibilities for disclosure by statute (Section 2.7.1.1.8).
 - ~~e.~~ (iii) If the Department Chair determines that a potential conflict of interest exists, a memorandum identifying recommended action to eliminate the potential conflict will be attached to the form and forwarded to the appropriate Dean for review.
 - ~~f.~~ (iv) The appropriate Dean shall review the submitted materials and render, on the form, an opinion. If necessary the Dean will discuss the potential conflict with the faculty member to arrive at an agreement, which will eliminate and avoid any conflict. Such an agreement shall be in writing and shall be signed by the Dean and the faculty member. This agreement shall be submitted to the Provost for final approval. If no agreement can be reached between the Dean and the faculty member, it will be forwarded to the Provost for final resolution.
 - ~~g.~~ (v) The Provost shall review the submitted materials and may consult with University Counsel regarding the potential conflict and any agreements made at the previous step. The Provost shall issue a written decision, on the form. This may include

appending any agreement reached by the Dean and faculty member. If no agreement had been reached, then the Provost shall issue a written decision that may include steps to be taken to eliminate the potential conflict.

- h. (vi) Faculty members who disagree with the Provost's decision may submit a grievance in accordance with the provisions of Section 2.18.
- i. d. Disclosure forms **(fully executed with signatures) and any management plans to remove conflicts of interest** shall be permanently maintained in the official personnel files.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – revision to language regarding handbook amendment procedure: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the language in handbook amendment procedure has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Sections 1.1. and 2.19 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to handbook amendment procedure.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The proposed changes are intended to:

- a) align handbook language concerning the Handbook Amendment procedure with existing practice;
- b) ensure consistent language is employed throughout the Handbook with respect to its amendment procedures;
- c) provide for flexibility in responding to changes in the review and approval procedures of the CSU System Board of Governors (BoG); and
- d) ensure that new policies and/or proposed changes to the Faculty Handbook receive legal and administrative review as part of the policy development process.

Although Faculty Senate may submit proposals directly to the Board of Governors (BoG) without administrative or legal approval, feedback from these two offices during the policy development process is essential to identifying and addressing potential obstacles to BoG approval, thereby minimizing delays in their implementation. Additionally, consideration of the administrative and legal perspectives on a specific issue during the policy development process enhances the effectiveness of a policy with respect to fully addressing the issue in question.

Proposed Revisions to Handbook Language re: Handbook Amendment Procedures

Proposed additions appear in underlined bold blue;

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

1.1.2.3 Article III - Officers and Their Duties

Section 2 President of the Senate

The President of the Faculty Senate shall preside at all meetings and oversee and implement the policies and procedures of the Faculty Senate as defined in the Constitution and Bylaws. The President of the Faculty Senate is responsible for ensuring that the chair of the initiating board or committee has obtained legal and administrative review of proposals to amend the Faculty Handbook per the procedure stated in Section 1.1.2.7, Article VII, Section 5 of these Bylaws, Prior to calling for a Faculty Senate vote on proposals requiring such review. The President of the Faculty Senate shall maintain close liaison and meet regularly with the Provost. The President of the Faculty Senate will follow up with the Provost and other appropriate entities regarding any action items confirmed by the senate.

1.1.2.7 Article VII - Committees Reporting and Boards Recommending to the Faculty Senate

Section 5 Responsibilities of Estate Committee Chairs and Senate Representatives of Boards Recommending to Senate

The chairs of each estate committee and the senate representatives to the boards listed in Article VII of these Bylaws shall serve as ex-officio non-voting members of the Senate Executive Committee.

These individuals are responsible for submitting written statements of all action items proposed by their respective committee or board, with rationales, to the Executive Committee for review at least two weeks prior to presentation of a motion at a senate meeting. These written summaries shall be distributed electronically by the Senate Secretary to all faculty, administrators and members of the Associated Student Governors as Senate Headline Items approximately one week prior to each senate meeting.

For senate action items which propose new policies or substantive revision to existing policies that will require approval by the CSU-System Board of Governors per Sections 1.1.1.4, 1.1.2.8 or 2.19, the chair of the initiating committee of board is further responsible for ensuring that draft proposals are reviewed by the Office of General Counsel and the Provost, in accordance with the then existing procedures of those offices, prior to a first reading before Senate. Later drafts of proposed revisions or new policies which require Board approval will undergo a similar review process. The Faculty Senate President is ultimately responsible for ensuring that these reviews are obtained prior to a Faculty Senate vote on any such proposal (see Section 1.1.2.3, Article III, Section 2).

1.1.1.4 Article IV - Amendments to the Faculty Senate Constitution

Amendments to this constitution may be initiated by a majority vote of the Faculty Senate, by a petition signed by at least twenty (20%) percent of the ranked academic faculty, or by the Board of Governors. Prior to being called for a vote in the Faculty Senate, proposed amendments to these Bylaws shall also be reviewed by the Office of General Counsel and the Provost per the procedure stated in Section 1.1.2.7, Article VII, Section 5 of these Bylaws. All amendments initiated by the Faculty Senate or by petition shall be presented in writing with Faculty Senate recommendations to the ranked academic faculty in referendum and shall be ratified by a two-thirds (2/3) majority of those who vote. By a majority vote of the Senate, such amendments may be presented to the ranked academic faculty by mail ballot.

If ratified by the academic faculty, such amendments shall be presented to the Provost for transmission to the President. The President shall submit such proposed amendments to the Board of Governors with recommendation for the Board of Governors' consideration at ~~its next regularly scheduled meeting~~ the earliest possible date in accordance with the then existing Board procedures. Any such amendments approved by the Board of Governors shall become effective the subsequent July 1, ~~unless otherwise indicated by the Board of Governors,~~ unless an earlier effective date is mutually agreed to by the Board of Governors and the Faculty Senate, and shall be posted on the University's website in a timely manner by the Provost's office. All amendments initiated by the Board of Governors will be submitted to the Faculty Senate for its review and recommendations before final adoption by the Board. The Board of Governors shall, by resolution, send proposed amendments to the Faculty Senate and state a time period within which the Faculty Senate shall provide its recommendations. Upon receipt of such recommendations or expiration of such time period, the Board of Governors may adopt the proposed amendments in their original or modified form. The Chair of the Faculty Handbook Committee shall be responsible for verifying that the necessary changes have been made in the subsequent edition of the Faculty Handbook.

1.1.2.8 Article VIII - Amendments to the Faculty Senate Bylaws

The Faculty Senate may propose changes in these Bylaws as it deems necessary, provided they are consistent with the Faculty Senate Constitution. Before taking effect, such amendments to these Bylaws must be approved by a majority of the Faculty Senate voting in a regular or special meeting of the Faculty Senate, provided appropriate notice is published not less than seven (7) calendar days prior to the meeting; if Faculty Senate approval is given, amendments shall be presented to the Provost for transmission to the President. Prior to being called for a vote in the Faculty Senate, proposed amendments to these Bylaws shall also be reviewed by the Office of General Counsel and the Provost per the procedure stated in Section 1.1.2.7, Article VII, Section 5 of these Bylaws.

The President shall submit proposed amendments to the Board of Governors with recommendation for the Board of Governors' consideration at ~~its next regularly scheduled meeting~~ the earliest possible date in accordance with the then existing Board procedures. Any such amendments approved by the Board of Governors shall become effective the subsequent July 1, ~~unless otherwise indicated by the Board of Governors,~~ unless an earlier effective date is mutually agreed to by the Board of Governors and the Faculty Senate, and shall be posted on the University's website in a timely manner by the Provost's office. The Chair of the Faculty Handbook Committee shall be responsible for verifying that the necessary changes have been made in the subsequent edition of the Faculty Handbook.

All amendments to these Bylaws initiated by the Board of Governors shall be submitted to the Faculty Senate for its review and recommendations before final adoption by the Board. The Board of Governors shall, by resolution, send proposed amendments to the Faculty Senate and state a time period within which the Faculty Senate shall provide its recommendations. Upon receipt of such recommendations or expiration of such time period, the Board of Governors may adopt the proposed amendments in their original or modified form.

The Executive Committee of the Faculty Senate shall review proposed amendments to these Bylaws. Upon finding them consistent with the Constitution of the Faculty Senate, they shall be submitted to the Faculty Senate for consideration. If not consistent, the amendment shall be returned to the proposer with the inconsistency noted, for reconsideration.

2.19 Procedures for Amendment of Chapter 2 of the Faculty Handbook

Amendments to this Chapter may be proposed by the Faculty Handbook Committee, any duly constituted Board or Estate Committee, an individual faculty member, the University administration or the Board of Governors for the Colorado State University System. Proposed amendments initiated by faculty members or their representative committees or by the boards shall be reviewed by the Faculty ~~Handbook~~ Senate Executive Committee and forwarded ~~with recommendations~~ to the Faculty Senate as an action item for review and approval per the provisions of the Bylaws of the Faculty Senate Constitution (Section 1.1.2). Prior to being called for a vote in the Faculty Senate, proposed amendments to Chapter 2 shall also be reviewed by the Office of General Counsel and the Provost per the procedure stated in Section 1.1.2.7, Article VII, Section 5 of the Faculty Senate Bylaws. All amendments shall be presented with Faculty Senate recommendations to the ranked faculty in referendum. Amendments, upon approval by a majority vote of the ranked faculty voting in the referendum, shall be presented to the Provost for transmission to the President. The President shall submit proposed amendments to the Board of Governors with recommendation for the Board of Governors' consideration at ~~its next regularly scheduled meeting~~ the earliest possible date in accordance with the then existing Board procedures. Any such amendments approved by the Board of Governors shall become effective the subsequent July 1 ~~and distributed, in a timely fashion, to all faculty members for inclusion in their copies of this Faculty Handbook,~~ unless an earlier effective date is mutually agreed to by the Board of Governors and the Faculty Senate, and shall be posted on the University's website in a timely manner by the Provost's office. The Chair of the Faculty Handbook Committee shall be responsible for verifying that the necessary changes have been made in the subsequent edition of the Faculty Handbook.

All amendments initiated by the Board of Governors for the Colorado State University System will be submitted to the Faculty Senate for its review and recommendations before final adoption by the Board. The Board of Governors shall, by resolution, send proposed amendments to the Faculty Senate and state a time period within which the Faculty Senate shall provide its recommendations. Upon receipt of such recommendations or expiration of such time period, the Board of Governors may adopt the proposed amendments in their original or modified form.

This amendment procedure is binding in the case of amendments initiated by the faculty. In consideration of the principles of participatory governance and the well being of the institution, amendments initiated by the Board of Governors will follow this procedure to the extent allowed by Colorado law.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

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

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Deletion of references to Charter School: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding references to the Charter School has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Section 2.8.4 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to references to the Charter School.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

CSU-Pueblo is no longer contractually associated with the Pueblo School of Arts and Sciences.

Proposed Revision: Delete the following paragraph in its entirety.

2.8.4 Responsibilities of Charter School Faculty

Charter School Faculty members shall be expected to fulfill basic responsibilities in teaching, scholarly or creative activity, and service as specifically defined in the Pueblo School for the Arts and Sciences' Faculty Performance Assessment Rubric and in accordance with principles of academic freedom and professional ethics as described in Chapter 2 of this Faculty Handbook. Charter School faculty will adhere to the Pueblo School for Arts and Sciences Faculty Handbook. Shared governance will exist through Site Council, Faculty Advisory Council, and Principal's Council. Specific basic responsibilities as Charter School Faculty include the following, together with other such responsibilities appropriate to specific assignments and approved by the Charter School Principal.

- a. Teaching duties related to the three columns of Paideia principles (didactic, coaching, and tutoring)
- b. Teaching duties related to integrating the arts and sciences in all subjects.
- c. Related teaching duties including field trips, scheduling, and committee work.
- d. Minimally meeting an overall proficiency level on the Teacher Performance Rubric.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Amending faculty handbook language pertaining to faculty employment: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the language used pertaining to faculty employment status has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in various sections of the Faculty Handbook, primarily sections 2.1, 2.2, and 2.4, as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to ***

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The proposed modifications have been requested by the CSU System Office of General Counsel with the intent of more clearly defining the at-will employment status of titled academic faculty and to insure the Faculty Handbook does not contain inaccurate legal terms pertaining to faculty employment status.

The proposed modifications thus replace all references to faculty contracts with the terms “tenure appointment,” “tenured employment status” and “contractual rights.” Other modifications are intended to align handbook language with current human resources practice regarding faculty appointment letters.

The majority of necessary revisions occur in Sections 2.1, 2.2 and 2.4; the complete set of necessary changes in all sections of the handbook is included in this document for faculty review.

Proposed Revisions to Handbook Language re: Faculty Employment

Proposed additions appear in underlined bold blue;

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



CHAPTER 2 FACULTY PERSONNEL POLICIES

~~This chapter becomes a part of every faculty member's contract of employment except to the extent that an individual faculty member's contract is modified by mutual agreement in a specific provision.~~ This chapter is the official statement of policies, obligations, responsibilities, rights, and privileges pertaining to faculty. Other University policies related to faculty employment are incorporated by reference into this chapter as so indicated. All faculty are required to be familiar with and abide by the terms and provisions of this chapter as a condition of their employment with the University. Unless modified by mutual agreement of the individual faculty member and the University, this chapter becomes a part of every ranked faculty member's contractual employment rights.

2.1 Faculty ~~Contracts~~ Employment Status

2.1.1 Types of ~~Contracts~~ Faculty Employment Status

~~Faculty contracts are of three types:~~ The three types of faculty employment status are: "at-will," "probationary," and "tenured." ~~A F~~A Ffull-time faculty ~~contracts employment status are those is~~ designated as one (1.0) FTEF (full-time equivalent faculty) in accordance with CCHE guidelines. ~~A P~~A Ppart-time faculty ~~contracts employment status are those is~~ designated as less than one (1.0) FTEF. The basic, but not exclusive, distinctions among these ~~contracts status types~~ are as follows:

2.1.1.1 At-Will ~~Contracts~~ Faculty

A full-time or part-time at-will ~~contract provides employment which is~~ faculty member is employed solely within the discretion of the University and this employment may be terminated by the University or employee at any time with or without cause. At-will faculty may file a grievance due to termination of their appointment only for the reasons set forth in Section 2.17.4.2, paragraph d. At-will ~~contracts appointments~~ are also used to provide compensation for probationary or tenured ~~contracts~~ faculty who perform compensable supplemental duties. In any fiscal year, the total FTEF initially budgeted for part-time at-will academic faculty ~~contracts~~, exclusive of those used to provide supplemental compensation, shall not exceed ten percent (10%) of the total FTEF for full-time probationary and tenured ~~contract~~ faculty positions.

2.1.1.2 Probationary ~~Contracts~~ Faculty

A full-time or part-time probationary (tenure-track) contract faculty member is appointed for a designated period not to exceed one fiscal year and may be ~~issued~~ re-appointed for a maximum of ~~six~~ five additional academic years (for a total of six academic year appointments), subject to non-reappointment per the policy stated in Section 2.17.3.

Part-time probationary ~~contracts~~ faculty, applicable only to shared appointments, must be designated as 0.5 FTEF.

2.1.1.2 **Tenured ~~Contracts~~ Faculty**

A full-time or part-time tenured ~~d contract~~ faculty member is appointed for a designated period not to exceed one fiscal year ~~but gives the faculty member~~ and has the contractual right to continuous appointments until the faculty member resigns, retires, becomes permanently disabled, is dismissed for adequate cause, is terminated for medical reasons, or is terminated pursuant to a reduction in force resulting from a bona fide financial exigency or from the formal discontinuance of a degree or program area. Part-time tenured ~~d contract~~ faculty, applicable only to shared appointments, must be designated ~~at~~ as 0.5 FTEF.

2.1.2 **~~Employment Contract~~ Faculty Appointment Information**

All faculty ~~employment contract~~ appointment letters shall be tendered subject to the availability of funds. ~~Contracts~~ Appointment letters shall include the following information:

- a. Type of ~~contract~~ faculty employment status and appointment;
- b. salary amount;
- c. designation of program area(s);
- d. designation of academic rank, academic title, or special academic status;
- e. duration of ~~contract~~ appointment;
- f. special conditions (if any); and
- g. statement that the employee and the Board of Governors are subject to the personnel policies set forth in Chapter 2 of this Faculty Handbook.

2.1.3 **Definitions of ~~Contracts~~ Terms**

For the purposes of the policies contained in this chapter, "academic year" shall mean that period of time encompassed by fall and spring semesters. "Fiscal year" shall mean July 1 to the following June 30. "Calendar year" shall mean January 1 through December 31. "Working day" shall mean any Monday, Tuesday, Wednesday, Thursday, or Friday during the calendar year that the University is officially open. "Class day" shall mean any day during which classes are scheduled.

2.1.3 **Duration of ~~Contracts~~ Appointments**

Unless otherwise specifically defined in an individual ~~contract of employment~~ appointment letter, ~~contracts~~ commencement of duties for the academic year shall commence begin not more than five (5) working days prior to the scheduled beginning of classes and end not later than three (3) working days after commencement. Unless otherwise specifically defined in an individual ~~contract of employment~~ appointment letter, ~~contracts~~ appointments for the fiscal year shall commence on July 1 and end on the following June 30.

2.1.5 **Faculty Appointments**

In policies, practices, and procedures related to faculty appointments, the University shall not engage in unlawful discrimination in employment against any person because of race, color, religion, sex, national origin, age, handicap, or veteran status. The University shall take affirmative action to employ protected class applicants and to treat all employees during employment without regard to their race, color, religion, sex, national origin, age, handicap, or veteran status, in accordance with the laws of the United States and the State of Colorado. Such action shall include, but not be limited to, affirmative efforts with respect to employment, promotion, retention, recruitment, or recruitment advertising; reduction in force, retirement, or termination; rates of pay or other forms of compensation; and selection for faculty development activities. Furthermore, the University shall post in conspicuous places notices setting forth the provisions of this policy.

2.1.5.1 **~~Contracts of Employment~~ Appointment Letters**

~~Employment contracts~~ **Appointment Letters** are subject to approval by the President; all ~~contracts are issued on official University forms and~~ **appointment letters** are contingent upon availability of funds. No offer of employment is valid and binding on the University or the Board of Governors unless and until ~~signed~~ **approved** by the President. ~~Continuing probationary contract faculty shall be provided letters indicating the University's intent to offer contracts of employment for the ensuing academic or fiscal year on or before April 30 prior to the beginning of that academic or fiscal year.~~ **On or before April 15 prior to the beginning of that academic or fiscal year, all probationary faculty shall be provided either with a notification of non-reappointment pursuant to the provisions of Section 2.17.3.2 or with a letter of intent for the ensuing academic or fiscal year.** Letters of intent shall specify all information contained in Section 2.1.2, except salary amount. Continuing probationary and **newly** tenured faculty shall be provided ~~contract of employment~~ **appointment letters** for the ensuing academic or fiscal year on or before fifteen (15) working days after Board of Governors approval of the fiscal year budget. ~~Probationary and tenure contracts~~ **All faculty appointment letters** must be signed and returned to the ~~Personnel/Affirmative Action~~ **Human Resources** Office on or before fifteen (15) working days from the date of receipt, unless an authorized extension is requested in advance from the President. ~~Failure to return signed contracts in the time provided by this policy automatically voids contracts.~~

~~Offers of employment~~ **Appointment Letters** for at-will ~~contracts~~ **faculty** should be made and, where possible, ~~at-will contracts~~ **appointment letters** signed and returned to the ~~Personnel/Affirmative Action~~ **Human Resources** Office prior to commencement of duties.

2.1.5.2 Types of Appointments

~~For contract purposes, faculty~~ **Faculty** appointments are defined to include the following types:

2.1.5.2.1 Regular Appointment

The term "regular appointment" refers to those full-time or part-time at-will, probationary, or tenured ~~contracts~~ **positions** held by one person.

2.1.5.2.2 Shared Appointment

The term "shared appointment" refers to those part-time probationary or tenured ~~contracts~~ **positions** held by two people, each designated 0.5 FTEF in a single authorized position. For the purposes of salary determination, promotion, tenure, performance assessment, and other personnel matters, individuals holding shared ~~probationary or tenure~~ appointments shall be subject to policies, procedures, and time-lines governing regular appointments. Shared appointments shall be approved by the President, based upon recommendations from the Provost and the appropriate Dean and Department Chair, and specifically so identified in the official University staffing pattern. Such appointments shall be made only when the credentials of the faculty members and/or the needs of the degree or program area so justify. If one of the individuals holding a shared probationary appointment is non-reappointed or denied tenure in the final year of eligibility, the shared appointment automatically expires. If, after tenure is granted, one of the individuals holding a shared appointment resigns, retires, becomes permanently disabled, is dismissed or is terminated in accordance with policies on severance, the other individual's appointment continues at 0.5 FTEF unless otherwise increased at the sole discretion of the President.

2.1.5.2.3 Joint Appointment

The term "joint appointment" refers to those full-time or part-time at-will, probationary, or tenured ~~contracts~~ **positions** held by one person with specific ~~contractual designation~~ **appointment** in more than one program area. For the purposes of salary determination, promotion, tenure, performance assessment, and other personnel matters, individuals holding joint appointments shall be assigned by the President, upon recommendation of the Provost and the appropriate Deans and Department Chairs, to a program area as determined by the percentage of workload or level of responsibility. Joint appointments shall be approved by the President, based upon recommendations from the Provost and the appropriate Deans and Department Chairs, and specifically so identified in the official University staffing pattern. Such appointments shall be made only when the credentials of a faculty member and/or the needs of the degree or program area so justify.

2.1.5.2.4 Transitional Appointment

The term "transitional appointment" refers to those ~~contracts~~ **positions** held by faculty members who are eligible for retirement under PERA and/or participate in any existing Board of Governors approved Early Retirement Program. Transitional appointments shall be approved by the President, based upon application by the faculty member and upon recommendations from the Provost and the appropriate Dean and Department Chair, and specifically so identified in the official University staffing pattern. Specific policies governing transitional appointments shall be specified in ~~written agreements~~ **the appointment letter** signed by **transitional** appointees ~~and incorporated into contracts of employment~~.

2.1.6 Official Personnel Files

The official personnel file for each faculty member shall be maintained in locked cabinets in the ~~Personnel/Affirmative Action~~ **Human Resources** Office. On or before October 1 of each academic year, probationary and tenured ~~contract~~ faculty shall submit, for inclusion in the personnel files, through the Department Chair and Dean, a current curriculum vitae in the format approved by the University. In addition, the personnel file shall contain all documents concerning the faculty member's employment which are required to be produced and maintained under the provisions of Chapter 2 of this Faculty Handbook, except as otherwise provided, including, for example, application materials, final judgments resulting from performance assessment, promotion, or tenure decisions, and records on benefits and leaves.

Letters of recommendation for employment shall be maintained in separate pre-employment files to which faculty members and the public shall have no access. Upon receipt of tenure or severance from the University, pre-employment files shall be destroyed.

Faculty members shall have access to personnel files during ~~Personnel/Affirmative Action~~ **Human Resources** Office business hours. Faculty members may request copies, at their own cost, of any material contained therein. Faculty members may not remove items from the file or the file itself from the ~~Personnel/Affirmative Action~~ **Human Resources** Office. Faculty members may enter statements in the personnel file, which clarify, correct, or refute material therein, and such statements shall be attached to the applicable documents in the file. Access to the personnel file shall be governed by applicable provisions of Colorado public records laws. Personnel files shall be maintained in hard copy during the entire duration of a faculty member's employment. Following severance for any reason, personnel files shall be permanently maintained in the University archives, but not necessarily in hard copy.

2.2 Definitions of Faculty

2.2.1 Academic Faculty

~~For contract purposes, academic~~ **"Academic"** faculty" shall be defined to include faculty who carry academic rank, academic titles, or special academic status as set forth below. Academic faculty shall ~~be employed by faculty contracts~~ **receive an appointment letter as described in Sections 2.1.2 and 2.1.5.1.**

2.2.1.1 Ranked Academic Faculty

The four academic ranks approved by the University include: Instructor, Assistant Professor, Associate Professor, and Professor. Ranked academic faculty shall be employed only ~~as~~ **on** probationary or tenured ~~contracts~~ **faculty**. Persons holding rank under the terms and conditions of previous handbooks shall retain rank with the adoption of this Faculty Handbook.

2.2.1.2 Titled Academic Faculty

The six academic titles approved by the University include: Lecturer, Adjunct Professor, Visiting Professor, Faculty/Research Associate, Faculty-in-Residence, and Endowed Chair/Professorship. ~~Titled academic faculty shall be employed only on at-will contracts and are subject to the following conditions unless otherwise specifically provided in their individual appointment contract or elsewhere in this chapter:~~

Titled academic faculty shall be employed only as at-will employees. Their employment is at the discretion of the University and may be terminated by the University or the employee at any time. At-will faculty may file a grievance due to termination of their appointment only for the reasons set forth in Section 2.17.4.2, paragraph d. The following applies to titled academic faculty unless otherwise specifically provided for in their individual appointment letter or elsewhere in this chapter:

- a. They shall have only those faculty responsibilities as assigned by the appropriate Dean.
- b. Adjunct and Visiting Professorships shall be determined on the basis of the individual's rank qualifications (Section 2.3), **but are not considered "ranked" faculty**.
- c. The use of academic titles shall not be construed as the conferring of rank.
- d. Appointments of titled academic faculty may be exempted from the faculty search and screen process with the approval of the ~~Director of Personnel/Affirmative Action~~ **Human Resources Director** and the President.

2.2.1.2.1 Lecturer

The title of "Lecturer" may be given to a person who teaches a limited number of courses in a specific area of expertise.

2.2.1.2.2 Adjunct Professor

The title of "Adjunct Professor" may be given to a person who possesses the credentials and/or experience to hold rank but whose primary employment relationship is outside the University.

2.2.1.2.3 Visiting Professor

The title of "Visiting Professor" may be given to a person who has a temporary or permanent association at another institution of higher education and is associated

with the University while on leave from such other institution or who is otherwise hired to fill a faculty position on a temporary basis.

2. 2.1.2.4 Faculty Research Associate

The title of "Faculty Research Associate" may be given to a person appointed to a position supported by external grant funds.

2. 2.1.2.5 Faculty-in-Residence

The title of "Faculty-in-Residence" may be given to an individual who is associated with the University ~~by at will contract~~ to perform specific limited duties within an area of special expertise or training under conditions established by the University and upon the recommendations of the appropriate Dean and Department Chair.

2. 2.1.2.6 Endowed Chairs/Professorship

The title of "Endowed Chair" or "Endowed Professor" may be given to a distinguished scholar whose position is supported by endowment funds.

2.2.2 Administrative Faculty

~~For contract purposes,~~ "Administrative Faculty" shall be defined to include administrative employees who carry academic rank. ~~Administrative faculty shall be employed by administrative contracts; terms and conditions of employment of administrative faculty are provided for in administrative faculty personnel policies.~~ Administrative faculty shall be at-will employees in their role of an administrative professional and should refer to the Administrative Professional Handbook for personnel policies. Administrative Faculty are bound by the policies of the Faculty Handbook in the performance of teaching and/or scholarly and creative activities.

~~**2.2.3 Professional Staff**~~

~~For contract purposes, "Professional Staff" shall be defined to include administrative employees who do not carry academic rank and are therefore not considered to be faculty. Professional staff shall be employed by administrative contracts; terms and conditions of employment of professional staff are provided for in professional staff personnel policies.~~

2.4 Change of ~~Contract~~ Status

2.4.1 Academic Faculty to Administrative Faculty

Academic faculty who accept full-time administrative appointments move automatically to administrative faculty ~~contracts~~ (Section 2.2.2) at the same rank classification held under their academic faculty ~~contracts~~ appointment. Tenured ~~contract~~ academic faculty retain tenure while holding administrative faculty appointments. Probationary ~~contract~~ academic faculty who accept administrative appointments cease progress toward tenure and become subject to administrative professional non-reappointment provisions.

2.4.2 Administrative Faculty to Academic Faculty

Tenured ~~contract~~ administrative faculty, upon cessation of an administrative appointment, shall automatically receive tenure ~~contract~~ academic faculty appointments at their assigned rank and at a salary determined by the policy on salary administration (Section 2.13).

The reassignment of an administrative faculty member to an academic faculty position shall not, because of such reassignment, result in a reduction in force of tenured ~~contract~~ faculty in the degree or program area to which the administrative faculty member is assigned. Non-tenured administrative faculty who leave for any reasons from administrative appointments, if they previously held probationary ~~contract~~ academic faculty appointments at the University, may return to probationary academic faculty appointments upon recommendation to the Dean and Provost by the appropriate Department Chair, in consultation with the faculty in the degree or program area. If approval is granted by the President, the individual shall hold a probationary academic faculty ~~contract~~ appointment and shall continue progress toward tenure in

accordance with the provisions of Section 2.10. Individuals employed initially as administrative faculty without tenure shall not be considered for academic faculty positions except by participation in a search and screen process for an authorized vacancy.

In all cases, administrative faculty who change to academic faculty positions are expected to demonstrate currency in their discipline areas.

2.6.1 Rights And Responsibilities Related To Creative Works

2.6.1.2 Definitions

Academic Materials: Materials used for pedagogical purposes including, but not limited to recorded and live digital, video, and audio presentations; photographs, films, graphic illustrations, transparencies, and other visual aids; programmed instructional packages; computer programs and databases; and scripts, study guides, syllabi, tests, and other items that accompany, or are used to present or demonstrate, the above described materials. Academic Materials may be copyrighted patented, and/or trademarked.

Contributing unit: An organizational entity, other than the Member's home department, that provides University resources directly in the creation or production of Works.

Department: The home department, either an academic department or other University entity, of the Member's appointment ~~or contract~~.

2.7 Basic Responsibilities of Faculty

~~Contracts~~ Conditions of employment for academic faculty require fulfillment of basic responsibilities of employment in accordance with standard for professional ethics and collegiality as described in Chapter 2 of this Faculty Handbook. Those basic responsibilities include adherence to University policies, performance of activities associated with teaching, scholarly or creative activity, and service, and fulfilling workload expectations.

2.7.1.1.5 Sponsored Research

Sponsored research shall be construed to include research grants funded by external agencies including government units and local, state, or national businesses or industry.

The University encourages faculty involvement in such activities when such involvement further develops the faculty member in a professional sense and is consistent with the objectives of the University. Released time and supplemental ~~contracts~~ appointments for such activities may be granted by the provost upon recommendation of the Dean and Department Chair, in consultation with faculty in the degree or program area. Faculty members may not have salary from sponsored research added to their academic year ~~contracts~~ appointment salary. Summer work supported by sponsored research funds must be compensated by means of a term ~~contract~~ appointment. Business or industrially sponsored projects may, as agency sponsored projects, qualify for being conducted on campus using University facilities and equipment. When such projects resulting in supplemental faculty ~~contracts~~ appointment, the amount of work for remuneration in which a full-time faculty member may engage is limited to an average of one day per week in each semester of the academic year. Approval by the Provost, upon recommendation of the Department Chair and Dean, for conducting such projects will include a review of the

proposed project, its budget, and a process for assuring acceptable accounting standards.

2.7.2 Workload Expectations

Although academic faculty have basic responsibilities in teaching or librarianship, scholarly or creative activity, and service, the University assigns workload in terms of teaching duties, library assignments, or approved release from teaching.

2.7.2.1 Probationary and Tenured ~~Contract~~ Faculty

The teaching assignment for full-time probationary and full-time tenured ~~contract~~ faculty shall be the equivalent of twenty-four (24) semester credit hours in an academic year. The teaching assignment for part-time probationary and tenured ~~contract~~ faculty in shared appointments shall be a minimum of twelve (12) semester credit hours in an academic year.

2.7.2.2 At-Will ~~Contract~~ Faculty

The teaching assignment for full-time at-will ~~contract~~ faculty shall be the equivalent of twenty-four (24) semester credit hours in an academic year or twelve (12) semester credit hours in a semester. The teaching assignment for part-time at-will ~~contract~~ faculty shall not exceed eleven (11) semester credit hours in a semester.

2.7.2.5 Scheduling Practices

- a. Faculty members shall not be assigned to more than one undergraduate evening class beginning later than 5:30 p.m. in a semester, unless by consent. Library faculty shall not be assigned to a schedule requiring more than two (2) night assignments each week, unless by consent.
- b. Twelve (12) clock hours shall elapse in a schedule for teaching or library assignment between the end of one class day and the beginning of the next class day, unless by consent.
- c. Faculty members shall not be assigned teaching schedules in excess of five (5) working days in a calendar week, unless by consent.
- d. Full-time probationary and tenured ~~contract~~ faculty members shall not, without the approval of the College/School Dean, Center, Provost and the President, teach more than the equivalent of three (3) semester credit hours above the levels specified in Section 2.7.2.3 in an academic year, including assignments in Continuing Education.

2.8.2.1.1 Teaching Activities

c. Absence and Class-related Duties

3. If suitably qualified ranked faculty members serve as teaching substitutes upon assignment by the Department Chair for a period beyond one week, substitution shall be treated retroactively by means of an at-will ~~contract~~ appointment; exceptions shall be approved by the appropriate Dean.

2.9 Standards For Assessment of Performance

The standards developed by colleges and the University Library for assessment of performance, as approved by the President and the Provost in accordance with policy stated in Section 2.8, are incorporated by reference into this section of this Faculty Handbook. Recommended standards must be submitted to the Provost and President on or before **November 15** of the calendar year prior to their taking effect.

Approval by the President must be given on or before **January 10**; standards must be disseminated by Deans on or before **January 15**.

Performance assessment for probationary and tenured ~~contract~~ academic faculty occurs in two (2) forms for distinct purposes described below.

2.9.1.1 Purpose

An annual performance review of all probationary and tenured ~~contract~~ academic faculty shall be conducted by the Department Chair in January and shall be based upon evidence of performance in the prior calendar year. The Chair (or as appropriate, the Dean) shall prepare an Annual Performance Review report containing:

1. An evaluation of the faculty member's effectiveness in each of the performance review categories (Section 2.8);
2. recommendations for
 - a. salary increase;
 - b. appointment of probationary faculty (except as noted in Section 2.17.3.2),
 - c. participation in faculty development programs, and
 - d. referral of tenured faculty for a CPR.

2.9.1.2 Process

- h. On or before **April 15**, the Provost shall submit recommendations on salary increases, reappointment of probationary faculty, post-tenure review, and participation in faculty development programs to the President. The Provost shall notify faculty in writing of the final disposition, pending the President's approval, on salary recommendations, ~~contract~~ employment status, post-tenure review, and faculty development programs on or before **April 15**. If these decisions disagree with those of the Dean, notification shall include stated causes for disagreement.

2.10.2 Tenure Policies

At the University, "tenure" means the practice of granting to ranked faculty the contractual right to continuous appointments until the faculty member resigns, retires, becomes permanently disabled, is dismissed for adequate cause, is terminated for medical reasons, has been issued a terminal ~~contract~~ appointment as a result of the post-tenure review process, or is terminated pursuant to a reduction in force resulting from a bona fide financial exigency or from the formal discontinuance of a degree or program area.

2.10.2.1 Tenure on Initial Appointment

Tenure may be awarded on initial appointment to academic or administrative faculty if the appointee has earned tenure or its equivalent at a regionally accredited post-secondary institution or possesses qualifications equivalent to those required for tenure in this Faculty Handbook. The President shall base this decision on the recommendation of the Provost and the appropriate Dean, who shall secure the written recommendation of the

appropriate Department Chair writing on behalf of the faculty in the affected degree or program area.

2.10.2.2 Progress Toward Tenure

Progress toward tenure is governed by the following terms and conditions:

- a. Probationary ~~contract~~ academic faculty may apply for tenure during their fourth probationary ~~contract~~ year at the University, and must apply no later than in the sixth probationary ~~contract~~ year.
- b. Semesters spent on full educational or personal leaves do not count toward fulfillment of the employment requirement for tenure. [Semesters in which a faculty member takes a partial educational or personal leave (leave without pay, sabbatical leave, military leave or other leaves permitted under the Handbook) shall not count toward tenure except when the faculty member, the Dean, and the Provost agree in writing to count that semester toward tenure. The written agreement must be executed during the semester in which the faculty member takes the partial leave.
- c. Probationary ~~contract~~ faculty who choose not to undergo a cumulative performance review in their sixth academic year of employment forfeit consideration for tenure and shall not receive an ~~contract of employment~~ appointment for the seventh academic year.
- d. Probationary ~~contract~~ faculty who choose to apply for tenure in the fourth or fifth years of employment are expected to possess qualifications equal to or beyond those expected for probationary ~~contract~~ faculty applying in the sixth year of employment.
- e. In making the decision on the reappointment of probationary ~~contract~~ faculty, the President shall consider the recommendations of departments, Department Chairs, Deans, and the Provost.
- f. In making the decision on the reappointment of probationary ~~contract~~ faculty, the President, in consultation with the appropriate Department Chair and Dean and the Provost, shall consider the effects of awarding tenure on the staffing in the department, the needs of the degree or program area, and the ability of the degree or program area to meet student demands in the future.

2.10.2.3 Non-reappointment of Probationary ~~Contract~~ Academic Faculty

Probationary ~~contract~~ academic faculty who have applied for but are not awarded tenure after six academic years of employment shall be ineligible for a tenure ~~contract~~ appointment but may be offered an at-will ~~contract~~ appointment for the seventh academic year. Non-reappointment is governed by the policy in Section 2.17.3.

2.10.3 Post Tenure Review Policy and Process

2.10.3.1 Process

Each tenured faculty member's performance will be evaluated on a yearly basis (see section 2.9.1). If the faculty member's performance is found to be unsatisfactory in two consecutive years or the faculty member receives a Comprehensive Post Tenure Review (CPTR) that is below expectations or unsatisfactory, the faculty member will be scheduled for a Cumulative Performance Review (CPR) the following academic year. The process and procedures for completing a post tenure review CPR are detailed in section 2.9.2.

If as a result of the CPR the faculty member's performance is found to be below expectations or unsatisfactory the following procedure is followed:

- a. the faculty member in collaboration with the chair will develop a three (3) year action plan to raise performance to a level that meets expectations;
- b. the action plan is reviewed and approved by the dean and College Personnel and Review Committee;
- c. at the completion of the three (3) year action plan period. The faculty member will create a dossier providing evidence of the achievement of the goals specified in the three year action plan. The three (3) year action plan dossier will be reviewed according to the CPR Process (see section 2.9.2.1). If as a result of this process the faculty member is found to be:
 1. below expectations or unsatisfactory, a one (1) year terminal ~~contract~~ appointment is issued and the process to revoke tenure contained in section 2.17.4 will be initiated.
 2. meets expectations or higher, the faculty member will retain tenure status.

2.11.2 Sabbatical Leaves

The purpose of sabbatical leave is to provide tenured ~~contract~~ faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.

2.11.2.1 Eligibility

Tenured ~~contract~~ faculty are initially eligible for sabbatical leave after they have completed twelve (12) regular semesters of service at the University. Subsequent sabbatical leave eligibility is calculated in increments of twelve (12) regular semesters of service accrued from the semester of return to full-time status following completion of the initial sabbatical leave. Summer and off-campus teaching do not accrue time toward calculation for sabbatical eligibility. Sabbatical leaves may be awarded no more often than once every seven years.

Effective October 1, 1994, a governing board of an institution of higher education may not authorize a sabbatical or extended paid administrative leave for any person holding an administrative position at a state-supported institution of higher education; except that a governing board may, for a reasonable period of time, authorize paid administrative leave for disciplinary or investigatory purposes.

Probationary ~~contract~~ faculty in the sixth year of appointment may apply for sabbatical concurrently with the application for tenure.

A maximum of twelve (12) semesters of service accrued under previous handbooks and not counted toward eligibility for sabbatical leaves already taken may, at the time of adoption of this Faculty Handbook, be counted toward eligibility under the terms of this Handbook.

2.11.2.2 Sabbatical Leave Policies

- h. Sabbatical leaves are granted on the condition that the recipient sign an agreement to return to the University for a full academic year immediately following the conclusion of the leave. If the recipient fails to return, the salary paid by the University during the period of leave must be reimbursed over a period of time not to exceed two (2) calendar years from the beginning of the semester the recipient is scheduled to return. Upon recommendation of the Provost, the Board of Governors may waive the reimbursement requirement or extend the period for reimbursement.

If, for any reason, the University does not offer a ~~contract~~ an appointment for the year following the sabbatical leave, the faculty member is not obligated to reimburse the University.

- k. Any person who commences but, for any reason, cannot complete the leave should immediately inform the Department Chair, Dean, and the Provost.

If possible, the faculty member will be allowed to return to a full-time teaching status with appropriate adjustments in compensation.

However, it may not be possible to change scheduling or ~~contract~~ appointment commitments made by the University for the sabbatical leave period, and thus it may be necessary to make other temporary assignments for the faculty member returning unexpectedly from leave or to deny the cancellation of the sabbatical leave.

2.11.3 Educational Leaves

Two (2) types of educational leaves are available to ranked academic faculty:

1. Enhancement leaves are for the purpose of providing probationary and tenured ~~contract~~ faculty the opportunity to participate in educational activities or programs which will enhance their credentials, knowledge, or reputation. Authorized activities or programs are limited to competitively awarded and externally funded fellowships, scholarships, internships, and post-doctoral study.
2. Development leaves are for the purpose of assisting probationary and tenured ~~contract~~ faculty in obtaining advanced degrees, certificates, or specialized training as specified in an approved Faculty Development Plan.

2.11.3.1 Duration

Educational leaves may be granted on an academic semester basis for a maximum of two (2) consecutive semesters.

2.11.3.2 Terms of Educational Leaves

Educational leaves shall be subject to the following terms and conditions:

- a. Enhancement leaves shall be granted without pay. Time spent on enhancement leaves shall not count toward progress to tenure ~~contract~~, promotion, or sabbatical leave, unless a written agreement specifying arrangements is signed by the president and the involved faculty member prior to the beginning of the leave.

While on enhancement leaves, faculty members are not entitled to receive fringe benefits, unless a written agreement specifying arrangements is signed in advance by the Provost and the involved faculty. Faculty members may continue fringe benefits at their own cost by arrangements with the Personnel/Affirmative Action

Office.

Specifics related to performance assessment of faculty members on enhancement leave shall be arranged in writing with appropriate Department Chairs in consultation with the Dean in advance of such leave.

2.11.4 Faculty Exchanges

Tenured ~~contract~~ faculty are eligible to participate in faculty exchange programs as these may be arranged. Positive recommendation by the Department Chair, Dean, and Provost is required, as is approval by the President. Provisions and conditions for faculty exchanges are contained in the policy for the National Faculty Exchange program.

2.13 Salary Administration

For the purposes of this Faculty Handbook, "salary" means the dollar amount specified ~~on contracts of employment~~ in appointment letters. The President is responsible for approving the salaries and salary adjustments and increases as determined by the Provost and based upon recommendations of Deans and Department Chairs.

2.13.1 Initial Appointment

Salaries for academic faculty in their initial year of appointment shall be determined in accordance with the following guidelines:

2.13.1.1 At-will Faculty ~~Contract~~

The President, in consultation with the Provost, the appropriate Dean and Department Chair, shall consider the qualifications of appointees to full-time at-will ~~contracts~~ status and establish appropriate salaries. Salaries for Ppart-time at-will ~~contracts~~ faculty shall be ~~issued at~~ based on a standard rate per credit hour as determined annually at the beginning of the fiscal year and published to the University community.

2.13.1.2 Probationary and Tenured ~~Contract~~ Faculty

The President, in consultation with the Provost, the appropriate Dean and Department Chair, shall determine initial salaries for probationary and tenured ~~contract~~ appointees based upon consideration of national salary data for ranks and disciplines as reported by CUPA and other agencies and upon salary comparisons with CCHE peer institutions.

2.13.1.3 Faculty Changing Employment Status from Administrative ~~Contracts~~ to Academic ~~Contracts~~

Faculty employed initially on administrative ~~contracts~~ appointments that change ~~contract~~ employment status in accordance with the provisions of Section 2.4 shall receive salaries commensurate with their CSU - Pueblo faculty peers who have not held administrative appointments, and in consideration of their qualifications, rank, and experience.

2.13.3 Procedures

Procedures for salary administration for Ranked Academic Faculty shall be developed in accordance with the following guidelines.

Dollars available for salary adjustments and increases as allocated by the Board of Governors shall constitute the "salary pool."

Funding priorities for salary pool dollars shall be (first) promotion, and (second) an appropriate sharing among the needs for equity adjustments, salary compression adjustments, and

performance increases. This “appropriate sharing” shall be decided annually through administrative consultations with the faculty compensation committee and the budget board.

On or before April 15, the percentages of the pool to be identified for equity adjustments and salary increases and the methods of distributing those increases to the colleges shall be determined by the Provost, in consultation with the Faculty Senate Compensation Committee, and recommended to the President for approval.

Within five (5) working days of the Board of Governors approval of the fiscal year budget, the President shall allocate to the Provost the dollars available for salary increases and the Provost shall disseminate information regarding percentages of the pool and methods of distribution.

Deans, in consultation with Department Chairs and in accordance with guidelines developed by their colleges, shall determine salary increases and submit to the Provost within five (5) working days of receipt of the allocation the exact salary increase amounts for faculty ~~contracts~~ [appointments](#) for the subsequent academic or fiscal year.

2.13.4 Summer Teaching

Summer teaching ~~contracts~~ [appointments](#) shall be at-will ~~contracts~~ and shall be issued in accordance with the prevailing salary administration plan for summer compensation, as determined annually by the Provost, in consultation with the Faculty Senate Compensation Committee, and recommended to the President for approval. Within five (5) working days of the President's approval, but no later than April 15, the salary administration plan shall be made available to the faculty.

2.13.5 Continuing Education Teaching

~~Contracts~~ [Compensation](#) for teaching Continuing Education courses shall be issued in accordance with CCHE and University policies at rates of compensation determined by the President.

2.15 Personal Leaves

Ranked Academic faculty must receive written permission of their Department Chair prior to taking personal leave unless absences are not anticipated. Unanticipated absences shall be reported to the department Chair as soon as possible. Department Chairs are required to forward to the ~~Personnel/Affirmative Action~~ [Human Resources](#) Office all approved requests for leave. The ~~Personnel/Affirmative Action~~ [Human Resources](#) Office shall keep cumulative records of all personal leaves requested and used. For the purpose of policies dealing with leave, the term "day" shall mean any working day (Section 2.1.3) during which a faculty member is employed by ~~contract~~ [letter of appointment](#). Academic faculty employed on fiscal year appointments are eligible for annual leave as defined and explained in relevant administrative policies.

2.15.2 Medical Leaves

Medical leave shall be granted to ranked faculty for medical examinations or treatment, condition of pregnancy or childbirth, disabling illness, or injury not covered by injury leave (Section 2.15.3). Medical leave may be used for optical, dental, emotional, or substance abuse care. Medical leave is to be used only for scheduled working days, or portions thereof, in which faculty are absent.

The Department Chair or Dean may require a physician's verification of disability for faculty members on medical leave for more than three (3) continuous working days, or who are frequently absent for medical reasons. A physician's release is required prior to return for faculty on medical leave for more than ten (10) continuous working days. Ranked faculty shall accrue medical leave at the rate of 1.25 working days for every calendar month of ~~contracted~~ [employment](#) service in an academic year, provided that they are working or on approved

personal leave at least sixteen (16) working days in that month. Medical leave shall be accumulated to a maximum of ninety (90) days. Medical leave does not accrue for faculty members on leaves without pay. Faculty who sever their employment with the University for any reason are not eligible for compensation for unused medical leave.

Ranked faculty members who work less than sixteen (16) working days in a full calendar month shall receive prorated medical leave.

11-15 working days = .75 day
6-10 working days = .50 day
1- 5 working days = .25 day

Ranked faculty who accept at-will ~~contracts~~ appointments for summer employment shall additionally accrue 1.25 working days for every calendar month of service, provided that they are working at least sixteen (16) days in that month. Ranked faculty who exhaust medical leave may request up to twenty-six (26) weeks of leave without pay (Section 2.15.8), provided that they are not receiving disability retirement or other paid leave. The date of return for faculty on leave without pay should, if possible, coincide with the beginning of a semester or otherwise not interfere with the instructional process. Date of return requires approval from the Department Chair and Dean.

2.15.5 Military Leaves

The University complies with relevant state and federal laws regarding military leave. Specific information is available in the ~~Personnel/Affirmative Action~~ Human Resources Office.

2.15.8 Leaves Without Pay

Tenured ~~contract~~ and probationary ~~contract~~ faculty may request from the Provost, Department Chair and Dean, leave without pay for a period not to exceed one (1) academic year. Authority to grant leaves without pay rests with the Board of Governors for the Colorado State University System upon recommendation of the President. An extension of up to one additional academic year may be granted by the Board of Governors upon recommendation of the President based on recommendations of the Chair, Dean, and Provost. Time spent on leave without pay shall not count toward progress to tenure ~~contract~~, promotion, or sabbatical leave. However, the Provost has the authority, upon the recommendation of the appropriate Department Chair and Dean, to grant service credit for the period of time the faculty member is on leave. Faculty members on leave without pay shall not be eligible for promotion during the period of the leave and shall not, unless otherwise agreed to in writing prior to the commencement of such leave, be entitled to fringe benefits. By special arrangements with the ~~Personnel/Affirmative Action~~ Human Resources Office, faculty members may continue those fringe benefits for which they are eligible at their own cost.

**2.16 Faculty Disciplinary Action Policy **

2.16.3 Applicability of Policy

- a. This policy applies to all tenured or ~~tenure-track~~ probationary faculty, and shall in no way abrogate the normal tenure review process defined in Section 2.10.2 of the Faculty Handbook.
- b. The procedures stipulated in this policy operate independently of procedures for non-reappointment of ~~tenure-track faculty contracts~~ probationary faculty in Sections 2.10.2.3 and 2.17.3 of the Faculty Handbook.

- c. Administrators who hold faculty rank may be subject to disciplinary action under this policy for alleged misconduct that involves their duties in a faculty role. In such cases, imposition of disciplinary sanction must proceed in accordance with the procedures for discipline outlined herein. Inadequate or incompetent administrative performance does not constitute grounds for disciplinary sanction under this policy.

2.16.13 Hearing Procedure for Formal Allegations

- a. Immediately upon receipt of a request to initiate the Hearing Process, the Provost shall initiate procedures for formation of an ad hoc Faculty Hearing and Review Committee to serve as a fact finding and consultative body to the Provost. This committee will be authorized to make finding of facts, to determine whether the charges are substantiated by a preponderance of evidence, and, if any charges are substantiated, to recommend appropriate sanction(s) to the Provost.
- b. Prior record of sanctions should *not* be presented or considered in the hearing process.
- c. Selection Procedure for Faculty Hearing and Review Committee

The ad hoc Faculty Hearing and Review Committee will consist of five faculty members randomly selected from among those faculty currently serving on the Faculty Disciplinary Action Board described in Section 2.16.17 of this policy. The Director of AA/EEO will be responsible for conducting this random selection process at a special meeting of the Faculty Disciplinary Action Board specifically convened for the purpose. In order to initiate this process, the Provost shall direct the Director of AA/EEO to convene a meeting of the Faculty Disciplinary Action Board within five (5) working days of receipt of a request to initiate the Hearing Process.

All members of the Faculty Hearing and Review Committee must be tenured faculty members whose ~~contractual~~ appointment duties throughout their service on the Faculty Hearing and Review Committee include no more than half-time administrative duties. Faculty working under a transitional retirement plan are eligible to serve, but faculty on sabbatical leaves are not eligible.

Members selected to serve on the Faculty Hearing and Review Committee shall recuse themselves from consideration of any faculty disciplinary action proceedings if a potential or actual conflict of interest or lack of impartiality arises. In this event, a replacement will be randomly selected by the Director of AA/EEO from the remaining members of the Faculty Disciplinary Action Board.

2.16.17 Faculty Disciplinary Action Board

As specified in Section 2.16.13c of this policy, the members of an ad hoc Faculty Hearing and Review Committee will be randomly selected from among the members of the standing Faculty Disciplinary Action Board. The membership of the Faculty Disciplinary Action Board shall include two tenured academic faculty from each electing unit other than the Library (elected by the unit), one tenured academic faculty member from the Library (elected by the unit), and two at-large faculty members (elected by the Faculty Senate).

In addition to serving as the candidate pool for members of ad hoc Faculty Hearing and Review Committee for any case that reaches the hearing level of the process, the Faculty

Disciplinary Action Board shall be responsible for meeting at least once each academic year with University legal counsel to review this Faculty Disciplinary Action Policy. The Faculty Disciplinary Action Board is also responsible for making recommendation to Faculty Senate and University administration concerning the need for changes in these faculty disciplinary action policies and procedures.

All members of the Faculty Disciplinary Action Board must be ranked academic faculty who hold tenure at the time of appointment and whose ~~contractual~~ appointment duties throughout their service on the Faculty Appeals Board include no more than half-time administrative duties. Faculty working under a transitional retirement plan are eligible to serve, but faculty on sabbatical leaves are not eligible. Vacancies in the membership of the Faculty Appeals Board shall be filled by the electing body within 10 working days.

Further details concerning the election of Faculty Disciplinary Action Board members and the duties of this board are included in Section 1.2.5.2 of the Faculty Handbook.

2.17 Separation

2.17.1 Resignations

At-will ~~contract~~ faculty who intend to resign their appointments must submit a written letter of resignation to the Department Chair at the earliest possible opportunity.

Probationary and tenured ~~d contract~~ faculty who intend to resign must submit written letters of resignation to the President, with copies to the Department Chair and Dean, at the earliest possible opportunity, but not later than May 15 or fifteen (15) working days after receiving ~~a contracts of employment~~ letter of appointment for the coming academic or fiscal year, whichever date is later.

In consideration of the welfare of students, faculty members should not voluntarily sever their employment relationship with the University other than at the end of their ~~contract~~ appointment period.

The President shall inform the faculty member of the action on the resignation promptly.

2.17.3 Non-reappointment

2.17.3.1 Definitions

"Non-reappointment" is a means of separation by which the University ends its employment relationship with probationary ~~tenure track contract~~ faculty at the end of ~~a contract~~ an appointment period. The decision not to reappoint probationary ~~tenure track contract~~ faculty rests, in the final instance, with the President and is based on recommendations of the Provost, Deans, and Department Chairs.

2.17.3.2 Notification

Written notice of non-reappointment pending final approval by the President must be sent from the Provost to probationary ~~tenure track~~ faculty by registered mail on or before:

- a. April 15 in the first academic year of employment;
- b. April 15 in the second academic year of employment;
- c. April 15 prior to the academic year of expiration of the appointment after two (2) or more years of employment on probationary ~~contract~~ status.

2.17.0.0.1 Non-reappointment

A notice of non-reappointment is not a dismissal for cause, and probationary ~~tenure track contract~~ faculty have no contractual right to employment beyond the expiration of their ~~contracts~~ appointments; therefore, the written notice need not state reasons. However, probationary ~~contract tenure track~~ faculty who receive notices of non-reappointment may request in writing from the Provost within five (5) working days of receipt of such notice a written statement of reasons. The Provost shall honor such request within five (5) working days.

Reasons for non-reappointment include, but are not necessarily limited to:

- a. formal discontinuance of a degree or program area;
- b. declining enrollments;
- c. bona fide financial exigency;
- d. overstaffing;

- e. failure to meet the expectations of basic responsibilities of employment (Section 2.7) and/or of performance, (Section 2.8) as documented in the annual performance review;
- f. incongruence, as determined by the Provost in consultation with the Dean and Department Chair, between the professional interests of the faculty member and written and published plans of the department, college, or University.

The faculty member has the right to file a Class B Grievance Complaint in accordance with the policy contained in Section 2.18.

In decisions not to reappoint for reasons of failure to meet the expectations of basic responsibilities of employment (Section 2.7) and/or of performance as documented in the annual performance review (Section 2.9), the responsible parties named in the Grievance Complaint may include the Chair and/or the Dean, but only if the faculty member has submitted a written response to the Chair's report and/or to the Dean's recommendation respectively per the deadlines in Section 2.9.2.

In all cases, a Grievance Complaint must be filed within 20 working days after receipt of the Provost's notification of non-reappointment.

Failure to file a grievance within twenty (20) working days of receipt of notification of a non-reappointment decision will forfeit the faculty member's right to request a Grievance Hearing Review. Mediation is not required prior to a review before a Grievance Hearing Committee.

If a Grievance Hearing Review is not requested by the faculty member within the specified timeline, and if the President concurs with the Provost's non-reappointment decision, written notification shall be sent from the President to faculty by registered mail no later than May 20. That notification shall also specify the effective date of expiration (to be determined in accordance with the provisions of Section 2.17.3.2) of the probationary ~~tenure track contract~~ [appointment](#).

If a Grievance Hearing Review is requested by the faculty member within the specified timeline, and if the Grievance Hearing Committee concurs with the Provost's decision not to reappoint, the faculty member may submit an appeal to the President per the provisions of Section 2.18.12.9.2 (Presidential Review and Action). The President shall issue a decision to all parties to the Grievance, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material. If the President concurs with the Provost's decision, the faculty member shall be notified of the President's non-reappointment decision by registered mail. That notification shall specify the effective date of expiration (to be determined in accordance with the provisions of Section 2.17.3.2) of the probationary ~~tenure track contract~~ [appointment](#).

The decision of the President will be final and cannot be appealed to the CSU-System Board of Governors.

2.17.4 Dismissal

2.17.4.1 Definitions

"Dismissal" is a severance action by which the University, for adequate cause, ends its employment relationship with at-will, ~~tenure-track~~ probationary, or tenured ~~contract~~ faculty. The following are not considered dismissal for purposes of this section.

- a. Expiration of an at-will ~~contract~~ appointment and non-reappointment of a probationary faculty. Procedures for non-reappointment of ~~tenure-track~~ probationary faculty ~~contracts~~ appear in Sections 2.10.2.3 and 2.17.3.
- b. Termination of tenured d and ~~tenure-track contracts~~ probationary faculty for reasons of prolonged mental or physical illness and/or for reasons of reduction of force related to financial exigency. Procedures related to termination for these reasons appear in Sections 2.17.6.2 and 2.17.6.3.3 respectively.

"Adequate cause" for dismissal must be directly and substantially related to the performance of the faculty member.

2.17.4.3.1.1 Reasons for Dismissal of At-will faculty

Dismissal for at-will faculty during the term of ~~a contract~~ an appointment may occur for the following reasons:

- a. professional incompetence;
- b. continued neglect of duties or responsibilities in spite of two or more written warnings from the Dean;
- c. conduct which endangers the safety or well-being of the faculty member or other members of the University community, or which substantially impairs or substantially disrupts the normal functions of the University;
- d. conviction of a felony;
- e. continued failure to meet reasonable written and published standards for performance or conduct contained in or incorporated by reference to this Faculty Handbook in spite of two or more written warnings from the Dean;
- f. violation of applicable university policy in spite of two or more written warnings from the Dean;
- g. economic or budgetary reasons.

2.17.4.4 Appeal of Dismissal Decisions for Tenured d and ~~Tenure-track~~ Probationary faculty

Review of a dismissal decision relating to tenured d or ~~tenure-track~~ probationary faculty may be sought before the Board of Governors of the Colorado State University System (Board) in accordance with the then existing Review Policy of the Board. Copies of this Policy may be obtained from the Executive Secretary of the Board. The Review Policy describes Board review requirements for submission of written statements and the process by which the Board conducts its review and makes its decisions. The faculty member should refer to the Review Policy in its entirety for a complete understanding of the Board's requirements for review of dismissal decisions.

Appeal of dismissal decisions before the Board is permitted only for tenured d and ~~tenure-track~~ probationary faculty.

2.17.6 Termination

2.17.6.1 Definitions

"Termination" is a severance action by which the University terminates the service of tenured, probationary, or at-will ~~contract~~ faculty, for reasons of prolonged mental or physical illness or reduction in force resulting from a bona fide financial exigency or the formal discontinuance of a degree or program area. Expiration of an at-will contract, and non-reappointment of a probationary faculty member are not termination for purposes of this section.

2.17.6.2 Prolonged Mental or Physical Illness

2.17.6.2.2 Notification

Notification of termination for prolonged mental or physical illness must be sent from the President to faculty by registered mail and must specify the effective date of termination. Notice of termination for mental or physical illness may be given at any time and may take effect before expiration of academic year or fiscal year ~~contracts~~ appointments.

Faculty members terminated for reasons of mental or physical illness may qualify for disability benefits and should, immediately upon receipt of notice, inquire at the Personnel/Affirmative Action Office.

2.17.6.2.3 Appeal of Termination Decision

Review of a termination decision for reasons of prolonged mental or physical illness for tenured or ~~tenure-track~~ probationary faculty may be sought before the Board of Governors of the Colorado State University System (Board) in accordance with the then existing Review Policy of the Board. Review of a dismissal decision relating to tenured or ~~tenure-track~~ probationary faculty may be sought before the Board of Governors of the Colorado State University System (Board) in accordance with the then existing Review Policy of the Board. Copies of this Policy may be obtained from the Executive Secretary of the Board. The Review Policy describes Board review requirements for submission of written statements and the process by which the Board conducts its review and makes its decisions. The faculty member should refer to the Review Policy in its entirety for a complete understanding of the Board's requirements for review of dismissal decisions.

Appeal procedures for terminations are identical to those for dismissal (Section 2.17.4.5).

2.17.6.3 Reduction in Force

2.17.6.3.1 Priorities

In the event of a bona fide financial exigency or the formal discontinuance of a degree or program area, the retention of viable academic programs and the protection of tenure are of primary importance. Therefore, when reasonable means for coping with bona fide financial exigency or formal discontinuance of degree or program areas have been exhausted with the exception of reduction in force of faculty members, terminations of faculty appointments shall be made by

the President, based on recommendations of the Provost and appropriate Dean and in accordance with the following priorities:

- a. consideration of attrition resulting from resignation, non-reappointment, early retirement, or other severance actions;
- b. termination of at-will ~~contract~~ faculty appointments in the degree or program area being considered for reduction or discontinuance prior to termination of probationary or tenured ~~contract~~ appointments;
- c. termination of probationary or tenured ~~contract~~ faculty appointments with regard to the criteria specified in Section 2.17.6.3.2.

2.17.6.3.2 Criteria

In making decisions on reductions in force, the following criteria shall be considered:

- a. Performance of faculty members as documented in annual and cumulative performance reviews; in the event that documented performance of tenured ~~contract~~ faculty is relatively equal, seniority in the degree or program area, as determined exclusively by length of service at the University shall prevail;
- b. protection of tenured ~~contract~~ faculty;
- c. impact of terminations on students enrolled in degree or program areas;
- d. CCHE policies on program discontinuance and program review.

2.17.6.3.3 Procedures for Termination for Reduction in Force

2.17.6.3.3.1 Financial Exigency

- j. Following receipt of the report of the Hearing Review Panel, the President shall notify any affected faculty members in writing of termination and, in the case of tenured ~~contract~~ faculty, the right to an appeal in accordance with the provisions of Section 2.17.6.3.5.

2.17.6.3.4 Notifications

Notification of termination for reduction in force must be sent from the President to faculty by registered mail and must specify the reasons for, evidence supporting, the effective date of termination and faculty member's right to a review hearing. Notice of termination for reduction in force due to financial exigency may be given at any time and may take effect before expiration of academic or fiscal year ~~contracts~~ appointments, provided that a minimum of sixty (60) calendar days expires between the date of notification and the effective date of termination. Notice of termination for reduction in force due to formal discontinuance of degree or program areas must be given not later than one (1) calendar year in advance of its effective date.

2.17.6.3.5 Appeal of Termination Decisions for Tenured ~~Contract~~ Faculty

Review of a termination decision for a tenured ~~contract~~ faculty member due to reduction of force related to financial exigency may be sought before the Board of Governors of the Colorado State University System (Board) in accordance with the then existing Review Policy of the Board. Copies of this Policy may be obtained from the Executive Secretary of the Board. The Review Policy describes

Board review requirements for submission of written statements and the process by which the Board conducts its review and makes its decisions. The faculty member should refer to the Review Policy in its entirety for a complete understanding of the Board's requirements for review of dismissal decisions.

2.17.6.3.5.1 Procedures for Appeal of Termination Decisions for Reduction in Force

Appeal procedures for terminations are identical to those for dismissal (Section 2.17.4.5)

2.17.6.3.6 Reinstatement Provisions

If tenured ~~contract~~ faculty are terminated for reduction in force, they shall automatically receive notice of all faculty vacancies advertised within a three-year (3) period of the effective date of termination. If terminated tenured ~~contract~~ faculty seek reinstatement and believe they are qualified for the vacancy, they shall have the right to request reinstatement from the President.

If, in the judgment of the President, who must consult with the Provost and the appropriate Dean and Department Chair, faculty who seek reappointment meet or exceed qualifications for the vacancy as stated in the position announcement, they shall be immediately reinstated to the announced position at the rank they held at the time of termination and at a comparable salary.

If, in the judgment of the President, faculty who seek reappointment are not qualified for the vacancy, they shall be notified in writing and not reinstated.

2.17.6.3.7 Retrenchment Efforts

In the event of scheduled terminations of tenured ~~contract~~ faculty, the University shall, in the period between notification and the effective date, assist faculty members to prepare for assignment to other degree or program areas where vacancies exist or are anticipated. Assistance may include, but need not be limited to, awarding of a development or enhancement leave or participation in other faculty development programs; provision of outplacement seminars dealing with employment search strategies, career changes, and the like; use of University resources, as approved by the Provost, in the employment search; and other appropriate services offered through the Office of the Provost for a period of six months from the effective date of termination.

2.18 Grievance and Mediation Policy and Procedures

2.9.2 Relation of Grievance Procedure to Dismissal and Termination Procedures

- b. Per the provisions of Section 2.17.4 (Dismissal), an at-will faculty member is entitled to a Faculty Hearing Review of a Provost recommendation for dismissal during the term of ~~contract~~ appointment only in the case of a claim that the Provost's recommendation was due to discrimination prohibited under Federal or State law or University policy.
- e. Provisions for appellate review at the Board of Governors level for dismissal and termination decisions involving tenured or ~~tenure-track-contract~~ probationary faculty are described in Sections 2.17.4, 2.17.6.2.3 and 2.17.6.3.5. Board review of decisions to dismiss at-will faculty is not permitted.

2.18.6 Description of Terms

a. Grievants

Individuals who file a formal grievance complaint in compliance with the requirements stated in Section 2.18.7. Any ranked or titled academic faculty member as defined in Section 2.2.1 is entitled to grieve under the terms and conditions of this policy. The four academic ranks approved by the University include Instructor, Assistant Professor, Associate Professor, and Professor; all ranked academic faculty are employed on ~~tenure track or tenure contracts~~ tenured or probationary appointments and may submit Class A or Class B Grievant Complaints as stipulated in Section 2.18.8. The six academic titles approved by the University include Lecturer, Adjunct Professor, Visiting Professor, Faculty/Research Associate, Faculty-in-Residence, and Endowed Chair/Professorship; all titled academic faculty are employed on at-will ~~contracts~~ appointments and may only submit Class C Grievant Complaints as stipulated in Section 2.18.8.

2.18.9 Overview of Grievance Process

Step 10 Appeal to the Board in Cases Involving the President as a Party to the Grievance or in Cases Involving Dismissal/Termination of a Tenured or ~~Tenure Track~~ Probationary Contract Faculty Member

If the President was a party to the Grievance or if the President recommends Dismissal or Termination of a tenured or ~~tenure-Track~~ probationary contract faculty member, the Grievant may submit an appeal to the CSU-System Board of Governors. See Section 2.18.12.9.3 for details concerning the Board appeals process.

2.18.12 Grievance Hearing Review Procedure

2.18.12.9.2 Presidential Review and Action

- b. The President shall issue a decision to all parties, members of the Grievance Hearing Committee and the UGO within fifteen (15) working days after receipt of all relevant material. Except as set forth below, the decision of the President is final:

- i. Appellate review of a dismissal decision for tenuredd or ~~tenure-track~~ probationary ~~contract~~ faculty may be sought before the Board of Governors of the Colorado State University System in accordance with the Dismissal Policy in Section 2.17.4.
- ii. Appellate review of a termination decision for tenuredd or ~~tenure-track~~ probationary ~~contract~~ faculty for reasons of prolonged mental or physical illness may be sought before the Board of Governors of the Colorado State University System in accordance with the Termination Policy in Section 2.17.6.2.
- iii. Appellate review of a termination decision for tenuredd ~~contract~~ faculty for reasons of reduction of force for reasons of financial exigency may be sought before the Board of Governors of the Colorado State University System in accordance with the Termination Policy in Section 2.17.6.3.3.

2.18.12.9.3 Appeals Process in Cases Involving the President as a Party to the Grievance or in Cases Involving Dismissal/Termination of a Tenuredd or ~~Tenure-Track~~ Probationary ~~Contract~~ Faculty Member

If the President was a party to the Grievance, or if the President recommends dismissal or termination of a tenuredd or ~~tenure-track~~ probationary ~~contract~~ faculty member, the Grievant may submit an appeal to the CSU System Board of Governors (Board).

An appeal to the Board must be made in accordance with the then existing Review Policy of the Board. Copies of this Policy may be obtained either from the UGO or the Executive Secretary of the Board. The Review Policy describes Board review requirements for submission of written statements and the process by which the Board conducts its review and makes its decisions. The faculty member should refer to the Review Policy in its entirety for a complete understanding of the Board's requirements for review of dismissal decisions.

Board decisions in favor of the Grievant shall include an appropriate remedy for the Grievance, whether through special Board action or in the form of instruction for appropriate administrative relief. Decisions by the Board, whether to approve or disapprove recommendations by the Grievance Hearing Committee or to sustain or reject appeals made by Grievant, are final.

1.1 Faculty Governance

This section becomes a part of every ranked faculty member's ~~contract of employment~~ contractual employment rights. All faculty members are required to be familiar with and abide by the terms and conditions of this section as a condition of their employment with the University.

1.1.2.2 Article II - Election of Senators

Section 1 Eligibility

Any ranked academic faculty member as defined in Chapter 2, Section 2.2.1.1 of the Faculty Handbook, whose ~~contractual~~ **employment** duties involve at least one-half (1/2) of the time during both semesters of the academic year, in teaching or research or both or library activities for library ranked faculty, including faculty who teach or do research or both on at least a half time basis but have administrative leave, is eligible for election to the Faculty Senate and eligible for service on any Senate Estate Committee or any University Board. Faculty working under a transitional retirement plan must be on campus during both regular academic semesters to be eligible for Faculty Senate or for service on a Senate Estate Committee or University Board.

1.2 University Governance

This section becomes a part of every **ranked** faculty member's ~~contract of employment~~. **contractual employment rights**. All faculty are required to be familiar with and abide by the terms and conditions of this section as a condition of their employment with the University.

1.2.5.2 Faculty Disciplinary Action Board

a. Purpose of Board:

To implement hearing procedures related to faculty disciplinary action cases.

b. Membership of Board:

1. Two tenured academic faculty from each electing unit other than the Library, elected by the unit. Academic Unit Representatives will serve a two year term, provided that one of the initial appointees shall be selected for a one-year term so that one position shall be open for election each academic year in each electing unit other than the Library.
2. One tenured academic faculty member from the Library, elected by the unit. The Library Representative will serve a two year term.
3. Two tenured faculty elected by the Faculty Senate from the faculty at large. Voting for at-large members will take place at the final Faculty Senate meeting of the academic year preceding that in which the elected member will serve. Voting at that meeting shall be by secret ballot. At-large representatives will serve a two year term, provided that one of the initial appointees shall be selected for a one-year term so that one at-large position shall be open for election each academic year.
4. The term of service of each member will begin and end on the first day of class of the fall semester. Academic unit elections for new members should be conducted accordingly.
5. All members of the Faculty Disciplinary Action Board must be ranked academic faculty who hold tenure at the time of appointment and whose ~~contractual~~ **employment** duties throughout their service on the Faculty Disciplinary Action Board include no more than half-time administrative duties. Faculty working under a transitional retirement plan are eligible to serve, but faculty on sabbatical leaves are not eligible.
6. Vacancies in the membership of the Faculty Disciplinary Action Board shall be filled by the electing body within 10 working days. E-mail ballots are permitted.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – updating university librarian rank qualifications: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the university librarian faculty rank has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Sections 2.3.1 and 2.10 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to university librarian rank qualifications.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

These changes clarify the desired appointment and promotion experience levels for librarians at CSU-Pueblo.

1. “College level experience” can be interpreted to mean pre-professional degree attainment, while the intention is that applicants possess post-degree, professional employment experience.
2. Limiting the experience to “college level” precludes applicants who may have been employed by other kinds of research institutions, and who possess the desired qualifications, from applying for a position.

Based on the recommendation of the Office of General Counsel (OGC), this proposal now also includes additional formatting changes intended to clarify the content of Sections 2.3.1 and 2.10.1.

MOTION TO AMEND FACULTY HANDBOOK LANGUAGE
PERTAINING TO THE UNIVERSITY LIBRARIAN RANK QUALIFICATIONS

Proposed additions appear in underlined bold blue;

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

Highlighted items are changes to the qualifications for Associate and full
Professor requirements for faculty in the University Library

2.3.1 Rank Qualifications for Academic Faculty

Earned degrees of appointees to the academic faculty must be in the discipline or field of primary contract responsibility or in one of the appropriate cognate areas for interdisciplinary studies. The Provost, in consultation with the appropriate Dean, Department Chair, and faculty in the degree of program area, shall have the responsibility for determining appropriateness of degree field to program area assignment.

Unless otherwise specified below, the earned doctorate, for the purposes of Chapter 2, is the appropriate terminal degree for initial appointment of academic faculty in all program areas except those for which disciplinary or regional accrediting agencies make different provision or those for which doctoral programs are rarely or not at all available. Department Chairs are responsible for documenting for Deans those disciplines for which the earned doctorate is not the appropriate terminal degree. The Provost, in consultation with the Deans, shall have the responsibility for determining the appropriateness of terminal degree requirements.

2.3.1.1 Instructor

The minimum degree qualification for appointment to the rank of Instructor is: ~~a master's degree in a subject matter field appropriate to the individual's academic assignment. For appointment to the rank of Instructor in the Engineering Technologies or Industrial Technologies, the minimum qualifications are a baccalaureate degree and three (3) years of appropriate professional experience. For appointment to the rank of Instructor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent.~~

- a. For faculty in the Engineering Technologies or Industrial Technologies
 - i. a baccalaureate degree; and
 - ii. three (3) years of appropriate professional experience.
- b. For faculty in the University Library:
 - i. an American Library Association accredited terminal degree or its historical antecedent.
- c. For all other faculty:
 - i. a master's degree in a subject matter field appropriate to the individual's academic assignment.

2.3.1.2 Assistant Professor

The minimum qualifications for appointment to the rank of Assistant Professor are: ~~an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field. For appointment to the rank of Assistant Professor in the Engineering Technologies and Industrial Technologies, minimum qualifications include a master's degree in a subject matter field appropriate to the individual's academic assignment and three (3) years of appropriate professional experience. For appointment to the rank of Assistant Professor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent.~~

- a. For faculty in the Engineering Technologies and Industrial Technologies:
 - i. a master's degree in a subject matter field appropriate to the individual's academic assignment; and
 - ii. three (3) years of appropriate professional experience.
- b. For faculty in the University Library:
 - i. an American Library Association accredited terminal degree or its historical antecedent.
- c. For all other faculty:
 - i. an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field.

Exceptions to the minimum qualifications for appointment to the rank of Assistant Professor (but not for tenure) may be granted by the Provost based on individual circumstances as recommended by the appropriate Department Chair and Dean

2.3.1.3 Associate Professor

The minimum qualifications for appointment to the rank of Associate Professor are: ~~an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field and six (6) years of full-time ranked teaching or a minimum of five (5) years of full-time teaching at the rank of Assistant Professor. For appointment to the rank of Associate Professor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent and six (6) years of full-time, college-level library experience or a minimum of five (5) years of appropriate service at the rank of Assistant Professor.~~

- a. For faculty in the University Library:
 - i. an American Library Association accredited terminal degree or its historical antecedent; and
 - A. six (6) years of full-time professional post-Master of Library (or Library & Information) Science degree library employment;¹ or
 - B. a minimum of five (5) years of appropriate service at the rank of Assistant Professor.
- b. For all other faculty:
 - i. an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field; and

¹ This item changes the previous rank qualifications for Librarians from “six (6) years of full-time, college-level library experience” to “six (6) years of full-time professional post-Master of Library Science degree library employment.”

- A. six (6) years of full-time teaching as a ranked faculty member; or
- B. a minimum of five (5) years of full-time teaching at the rank of Assistant Professor.

2.3.1.4 Professor

The minimum qualifications for appointment to the rank of Professor are: ~~an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field and twelve (12) years of full-time ranked teaching or a minimum of six (6) years of full-time teaching at the rank of Associate Professor.~~

~~For appointment to the rank of Professor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent and twelve (12) years of full-time, college-level library experience or a minimum of six (6) years of appropriate service at the rank of Associate Professor.~~

- a) For faculty in the University Library:
 - i. an American Library Association accredited terminal degree or its historical antecedent; and
 - A. twelve (12) years of full-time, professional post-Master of Library (or Library & Information) Science degree library employment²; or
 - B. a minimum of six (6) years of appropriate service at the rank of Associate Professor.
- b) For all other faculty:
 - i. an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field; and
 - A. twelve (12) years of full-time teaching as a ranked faculty member; or
 - B. a minimum of six (6) years of full-time teaching at the rank of Associate Professor.

2.10.1 Promotion Policies

Promotion in rank is the institution's acknowledgment of an individual faculty member's accomplishments and professional development in teaching, scholarly or creative activity, and service.

Promotion in academic rank is not a faculty entitlement. The minimum qualifications concerning time in rank and academic preparation permit the individual only the right to be considered for promotion. Promotion decisions will be based on the merits of applicants. The University shall impose no quotas on promotions, although salary adjustments resulting from promotion are subject to the availability of funds.

2.10.1.1 Promotion Criteria

Candidates for promotion must demonstrate evidence of:

- a. For Promotion to Assistant Professor
Meeting the minimum qualifications specified for initial appointment to that rank as

² This item changes the previous rank qualifications for Librarians from “six (6) years of full-time, college-level library experience” to “six (6) years of full-time professional post-Master of Library Science degree library employment.”

~~specified in Section 2.3.1.2. The minimum qualifications for appointment to the rank of Assistant Professor are an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field. For appointment to the rank of Assistant Professor in the Engineering Technologies and Industrial Technologies, minimum qualifications include a master's degree in a subject matter field appropriate to the individual's academic assignment and three (3) years of appropriate professional experience. For appointment to the rank of Assistant Professor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent. Exceptions to the minimum qualifications for appointment to the rank of Assistant Professor (but not for tenure) may be granted by the Provost based on individual circumstances as recommended by the appropriate Department Chair and Dean.~~

b. For Promotion to Associate Professor

Meeting the minimum qualifications specified for initial appointment to the rank as specified in Section 2.3.1.3. ~~The minimum qualifications for appointment to the rank of Associate Professor are an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field and six (6) years of full-time ranked teaching or a minimum of five (5) years of full-time teaching at the rank of Assistant Professor. For appointment to the rank of Associate Professor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent and six (6) years of full-time, college-level library experience or a minimum of five (5) years of appropriate service at the rank of Assistant Professor.~~

Before submitting their promotion dossier, candidates for promotion to associate professor must be within one year of completing the initial appointment criteria for that rank. Candidates may apply no earlier than during their third year of employment at the CSU - Pueblo; or, if they have earned the rank of associate professor at another accredited university, they may apply no earlier than during their second year of employment at CSU - Pueblo and must have completed a minimum of one year in the rank of assistant professor. Candidates for promotion to associate professor must also demonstrate sustained achievement, as defined by each college, at the rank of Assistant Professor in each required area – teaching/librarianship, scholarly/creative activity, service – and significant accomplishment, as defined by each college, in one of those areas.

c. For Promotion to Professor

Meeting the minimum qualifications specified for initial appointment to that rank as specified in Section 2.3.1.4. ~~The minimum qualifications for appointment to the rank of Professor are an earned doctorate in a subject matter field appropriate to the individual's academic assignment or a degree recognized by the University as the appropriate terminal degree in the faculty member's discipline or field and twelve (12) years of full-time ranked teaching or a minimum of six (6) years of full-time teaching at the rank of Associate Professor.~~

~~For appointment to the rank of Professor in the University Library, the minimum qualifications are an American Library Association accredited terminal degree or its historical antecedent and twelve (12) years of full-time, college-level library experience or a minimum of six (6) years of appropriate service at the rank of Associate Professor.~~

Before submitting their promotion dossier, candidates for promotion to professor must be within one year of completing the initial appointment criteria for that rank. Candidates

may apply no earlier than during their fourth year of employment at the CSU - Pueblo; or, if they have earned the rank of professor at another accredited university, they may apply no earlier than during their third year of employment at CSU - Pueblo and must have completed a minimum of two years in the rank of associate professor. Candidates for promotion to professor must also demonstrate sustained achievement, as defined by each college, at the rank of Associate Professor in each required area -- teaching/librarianship, scholarly/creative activity, service -- and sustained significant accomplishment, as defined by each college, in one of these areas.

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

Approved

Stretch Goal: N/A

Strategic initiative: N/A

MATTERS FOR ACTION:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of the spring semester, 2013.

EXPLANATION:

Presented by Richard Kreminski, Interim Provost and Vice President for Academic Affairs.

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

65	Master's
575	Baccalaureate

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

Board of Governors of the
Colorado State University System
May 3, 2013
Consent Item

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 A Term (ending 4/28/13).

EXPLANATION:

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

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

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Report Item

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

CSU: Special Accreditation Schedule for 2013-2014 – Report Only

Presented by: Rick Miranda, Provost and Executive Vice President

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Report Item

**Colorado State University – Fort Collins
Special Accreditation Schedule for 2013-2014**

Many of CSU's academic programs are accredited through the professional organizations in their disciplines. The Institution as a whole only seeks full accreditation through the Higher Learning Commission. The schedule for special accreditations occurring in 2013 and 2014 is listed below:

2013

Social Work Program (baccalaureate and master's degrees)

BS Chemistry (American Chemical Society Certification)

2014

College of Engineering Undergraduate Programs: Chemical, Civil, Engineering Science, Environmental, Electrical, Mechanical

MS Environmental Health (Health Physics)

Ph.D. Counseling Psychology

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

CSU: Promotion and Tenure Report

EXPLANATION:

Presented by Tony Frank, President

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

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

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Report Item

Decisions for promoting associate professors to the rank of professor, promotions for special appointment (non-tenure-track) faculty members, and post-tenure reviews follow similarly rigorous procedures.

Reports on denials of tenure and/or advancement in rank are conveyed separately and confidentially to Board members.

COLORADO STATE UNIVERSITY
RECOMMENDATIONS FOR ADVANCEMENT IN RANK AND TENURE
(Tenure is awarded on a 9-month basis)
Effective July 1, 2013

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Agricultural Sciences		
Jason Ahola	Animal Sciences	Grant tenure
Allan Andales	Soil and Crop Sciences	Grant tenure and promote to Associate Professor
Marco Costanigro	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Richard Mark Enns	Animal Sciences	Promote to Professor
Chris Goemans	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Stephen Koontz	Agricultural and Resource Economics	Promote to Professor
Richard Kraig Peel	Animal Sciences	Grant tenure and promote to Associate Professor
James Pritchett	Agricultural and Resource Economics	Promote to Professor
College of Applied Human Sciences		
Marisa Bunning	Food Science and Human Nutrition	Grant tenure and promote to Associate Professor
Leslie Cunningham-Sabo	Food Science and Human Nutrition	Grant tenure and promote to Associate Professor
Lisa Daunhauer	Human Development and Family Studies	Grant tenure

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Louise Quijano	School of Social Work	Grant tenure and promote to Associate Professor
College of Business		
Kelly Martin	Marketing	Grant tenure and promote to Associate Professor
Travis Maynard	Management	Grant tenure and promote to Associate Professor
College of Engineering		
Mazdak Arabi	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Brian Bledsoe	Civil and Environmental Engineering	Promote to Professor
Thomas Bradley	Mechanical Engineering	Grant tenure and promote to Associate Professor
Diego Krapf	Electrical and Computer Engineering	Grant tenure and promote to Associate Professor
Ketul Popat	Mechanical Engineering	Grant tenure and promote to Associate Professor
Thomas Sale	Civil and Environmental Engineering	Grant tenure
Sybil Sharvelle	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Susan van den Heever	Atmospheric Science	Grant tenure and promote to Associate Professor
Karan Venagayamoorthy	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Liberal Arts		
Tiffany Blake-Oliver	Music, Theatre and Dance	Grant tenure and promote to Associate Professor
Michael Carolan	Sociology	Promote to Professor
Gerald Delahunty	English	Promote to Professor
Sue Doe	English	Grant tenure and promote to Professor
Sanam Emami	Art	Grant tenure and promote to Associate Professor
Mark Fiege	History	Promote to Professor
Del Harrow	Art	Grant tenure and promote to Associate Professor
Lynn Hempel	Sociology	Grant tenure and promote to Associate Professor
Price Johnston	Music, Theatre and Dance	Grant tenure and promote to Associate Professor
Prakash Kumar	History	Grant tenure and promote to Associate Professor
Jim Lindsay	History	Promote to Professor
Jaclyn Opp	Political Science	Grant tenure and promote to Associate Professor
Anita Pena	Economics	Grant tenure and promote to Associate Professor
Ramaa Vasudevan	Economics	Grant tenure and promote to Associate Professor
Sammy Zahran	Economics	Grant tenure and promote to Associate Professor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Natural Sciences		
Lisa Angeloni	Biology	Grant tenure and promote to Associate Professor
Renzo Cavalieri	Mathematics	Grant tenure and promote to Associate Professor
W. Chris Funk	Biology	Grant tenure and promote to Associate Professor
Jennifer Harman	Psychology	Grant tenure and promote to Associate Professor
Alexander Hulpke	Mathematics	Promote to Professor
Rachel Mueller	Biology	Grant tenure and promote to Associate Professor
Shrideep Pallickara	Computer Science	Grant tenure and promote to Associate Professor
Sanjay Rajopadhye	Computer Science	Promote to Professor
Mark Simmons	Biology	Promote to Professor
Jessica Witt	Psychology	Grant tenure
Mingzhong Wu	Physics	Grant tenure and promote to Associate Professor

College of Veterinary Medicine and Biomedical Sciences

Tawfik Aboellail	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Gregory Amberg	Biomedical Sciences	Grant tenure and promote to Associate Professor
Randall Basaraba	Microbiology, Immunology, and Pathology	Promote to Professor

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Report Item

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Barbara Biller	Clinical Sciences	Grant tenure and promote to Associate Professor
Karen Dobos	Microbiology, Immunology, and Pathology	Promote to Associate Professor
Dawn Duval	Clinical Sciences	Grant tenure and promote to Associate Professor
Gregory Ebel	Microbiology, Immunology, and Pathology	Grant tenure
David Frisbie	Clinical Sciences	Promote to Professor
Melinda Frye	Biomedical Sciences	Grant tenure and promote to Associate Professor
David Gilkey	Environmental and Radiological Health Sciences	Grant tenure
Daniel Gustafson	Clinical Sciences	Promote to Professor
William Hanneman	Environmental and Radiological Health Sciences	Promote to Professor
Shane Hentges	Biomedical Sciences	Grant tenure and promote to Associate Professor
Lon Kendall	Microbiology, Immunology and Pathology	Promote to Associate Professor
Susan Lana	Clinical Sciences	Promote to Professor
Angela Marolf	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor
Kristy Pabilonia	Microbiology, Immunology, and Pathology	Promote to Associate Professor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Ross Palmer	Clinical Sciences	Promote to Professor
Sandra Quackenbush	Microbiology, Immunology, and Pathology	Promote to Professor
John Rosecrance	Environmental and Radiological Health Sciences	Promote to Professor
Rod Rosychuk	Clinical Sciences	Promote to Professor
Ron Tjalkens	Environmental and Radiological Health Sciences	Promote to Professor
Jozsef Vigh	Biomedical Sciences	Grant tenure and promote to Associate Professor
University Libraries		
Daniel Draper		Grant tenure and promote to Associate Professor
Yongli Zhou		Grant tenure and promote to Associate Professor
Warner College of Natural Resources		
Larissa Bailey	Fish, Wildlife, and Conservation Biology	Grant tenure and promote to Associate Professor
Antony Cheng	Forest and Rangeland Stewardship	Promote to Professor
Richard Conant	Ecosystem Science and Sustainability	Grant tenure and promote to Professor
Maria Fernandez-Gimenez	Forest and Rangeland Stewardship	Promote to Professor
Wei Gao	Ecosystem Science and Sustainability	Grant tenure

Mevin Hooten	Fish, Wildlife, and Conservation Biology	Promote to Associate Professor
Kathryn Huyvaert	Fish, Wildlife, and Conservation Biology	Grant tenure and promote to Associate Professor
Stephanie Kampf	Ecosystem Science and Sustainability	Grant tenure and promote to Associate Professor
Julia Klein	Ecosystem Science and Sustainability	Grant tenure and promote to Associate Professor

2013 P&T Statistics

- 87 total candidates
- 4 Associate Professor
- 48 Associate with Tenure
- 23 Full
- 1 Full with Tenure
- 7 Tenure only
- 4 Denial

2012: 80 total candidates
2011: 80 total candidates
2010: 52 total candidates
2009: 55 total candidates
2008: 67 total candidates
2007: 60 total candidates
2006: 65 total candidates
2005: 45 total candidates
2004: 59 total candidates
2003: 59 total candidates
2002: 57 total candidates

Board of Governors of the
Colorado State University System
May 2-3, 2013
Report only

Approved

MATTERS FOR ACTION:

Accreditation Schedule

RECOMMENDED ACTION:

None - report only.

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs, CSU-Pueblo.

The only complete program accreditation action that will be undertaken in academic year 2013-2014 is for the business program. More specifically, the Malik and Seeme Hasan School of Business (HSB) is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The next AACSB maintenance of accreditation visit is scheduled for February 2014. [Progress or intermediate reports are due in 2013-2014 in Engineering, Civil Engineering Technology, and Nursing. Because of the retirement of the chair of the Music department at the end of spring 2013, the department requested to the National Association of Schools of Music (NASM) that their next accreditation visit, which would have ordinarily occurred in spring 2014, be postponed.]

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Report only

Approved

Stretch Goal: N/A

Strategic initiative: N/A

MATTERS FOR ACTION:

Emeritus Rank Designation

RECOMMENDED ACTION:

None required; in August 2012 the Board delegated to the campus presidents the ability to appoint retired faculty to emeritus status.

College of Education, Engineering and Professional Studies

John Ryan – Professor Emeritus of Education

College of Science and Mathematics

Jack Seilheimer – Professor Emeritus of Biology

Library Services

Daniel Sullivan – Professor Emeritus of Library Services

EXPLANATION:

Presented by Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The faculty members listed above have met the qualifications to be awarded the status of Professor Emeritus as set forth in the *CSU-Pueblo Faculty Handbook*.

Dr. John Ryan

Dr. John Ryan served CSU-Pueblo for 32 years, beginning in 1980 as an Assistant Professor of Basic Communications at then-University of Southern Colorado, later Associate Professor and Chair of the Reading program, then Associate Professor of Interdisciplinary Studies, then Professor of Teacher Education and Director of Reading in Teacher Education. During that time, he also served as Director of the Special Academic Programs and Honors, and Interim Director of the Center for Teaching, Learning and Research. He served on Faculty Senate for over 10 years, and for two years was the faculty representative to the State Board of Agriculture (i.e. the analog of the current Board of Governors). John also received the Outstanding Professor Award in 1983. He naturally served on a multitude of campus committees over the years (e.g. serving on the Phi Kappa Phi Board of Directors; chairing the Faculty Senate Handbook Committee; etc). Dr. Ryan retired in spring 2012.

Dr. Jack Seilheimer

Dr. Jack Seilheimer retired in spring 2012 after 48 years at CSU-Pueblo. Jack began as Assistant Professor of Biology at then-Southern Colorado State College in 1964. Over his lengthy career, he was active in teaching, research and service to the university, the discipline (environmental science/biology), and the community at large. These highlights will only give a small semblance of the extent of his long, productive career. Professionally, Jack's research concerned phytoplankton, limnology and grasslands, and more generally environmental science. He received funding over the years from the Colorado Commission on Higher Education, the US Department of Energy, the National Science Foundation, and the US Environmental Protection Agency, among other entities. Jack's service to the discipline, particularly to undergraduate education, was longstanding; he was District Director for Western Region I (3 states) for Beta Beta Beta, the national undergraduate biological honors society, then served as Vice President of the Western Region (11 states) for over 15 years. His service to the local community is also well-known; among many other activities, Jack was Executive Director of the Pueblo Greenway and Nature Center for 8 years. And his service to CSU-Pueblo was truly substantial: he was director of the Camp Pueblo Youth Conservation Crops Camp for 7 years; supervisor of the US Youth Conservation Program Operations for 2 years; Director of the Outdoor Program for 2 years; Department Chair of Biology for 6 years; Associate Director of the Colorado Alliance for Science (region 9) for 12 years; codirector of then-University of Southern Colorado/District 60 Alliance Science Curriculum Linkage for 9 years; and NCAA Faculty Athletic Representative for over 10 years. He served on faculty senate, including as secretary as well as president. He was President of the campus chapter of Sigma Xi The Scientific Research Society for several years. Jack also served as Dean of the College of Science and Mathematics for 13 years. He always put students first, and among a few indicators of this, he was honored as campus-wide Outstanding Faculty Member, Faculty Member of the Year from the student government, and Educator of the Year (elected by the student body). All this does not adequately convey the depth and breadth of Jack's contributions, to Pueblo and beyond.

Mr. Daniel Sullivan retired in June 2012 as Associate Professor of Library Services. He served CSU-Pueblo for 42 years, beginning in 1970 as Cataloguer and Library Science Instructor at then-Southern Colorado State College. Dan was Head Catalog Librarian at then-University of Southern Colorado from 1976 through 1985, then became acquisitions/special projects librarian

and served in that capacity through 2002. He was faculty chair of the Library Services department from 2003 to 2009, also serving as reference/government documents librarian since 2002. Throughout this long career, Dan served on a wide variety of university-wide shared governance committees [Academic Standards Committee, Academic Standards and Policies Board, Faculty Handbook Committee, General Education Review Board, Curriculum and Academic Programs Board (CAP Board), Faculty Compensation Committee, and the Grievance Panel]. He served numerous times on Faculty Senate, and had been Faculty Senate Secretary and a member of the Faculty Senate Executive Committee. He served as CAP Board Secretary and also as their Chair. He has published and presented at conferences on topics such as the Slavic heritage collection; the relation of European libraries to American libraries; Colorado mountain guidebooks; and on developing assessment rubrics measuring the effectiveness of face-to-face instructional transactions at the library's research help desk (the latter presented at the annual Colorado Association of Libraries conference in fall 2011).

Access to Success (A2S)

Presentation to the Board of
Governors

May 3, 2013

Access to Success: Overview

- A program of the [National Association of System Heads](#) (NASH) and the [Education Trust](#), with support from the Lumina and Gates Foundations
- Purposes: Increase degrees, and reduce by half the college-going and graduation gaps for low-income and minority students by 2015.
- 22 public higher education systems (CSUS is the only participating system in Colorado)
- Each participating A2S system sets its own improvement targets and agrees to a common set of metrics to evaluate progress

ACCESS TO SUCCESS

Colorado State University | Connecticut State University System | Kentucky Council of Postsecondary Education | Minnesota State Colleges and Universities | Mississippi Institutions of Higher Learning | Montana University System | Pennsylvania State System of Higher Education | Rhode Island Board of Governors for Higher Education | South Dakota Board of Regents | State University of New York | State University System of Florida | Tennessee Board of Regents | The California State University System | The City University of New York | University of Hawaii System | University of Louisiana System | University of Missouri System | University of North Carolina System | University of Texas System | University of Wisconsin System | University System of Maryland | Louisiana Board of Regents

22 Systems, 312 Campuses, 3.5 Million Students
 893,000 Underrepresented Minorities | 976,000 Pell Recipients

Areas of Focus since Fall 2007

- Unmet financial need
- Strategic enrollment
- Transfer
- Native American Student Success
- Cost management (Delta Project)
- Leadership

Access to Success – Participating Systems
California State University System
City University of New York
Connecticut State University System
Colorado State University System
Kentucky Council on Postsecondary Education
Louisiana Board of Regents
Minnesota State Colleges and Universities
Mississippi Institutions of Higher Learning
Montana University System
Pennsylvania State System of Higher Education
Rhode Island Board of Governors for Higher Education
South Dakota Board of Regents
State University of New York
State University System of Florida
Tennessee Board of Regents
University of Hawaii System
University of Louisiana System
University of Missouri System
University of North Carolina System
University of Wisconsin System
University System of Maryland

Current Focus

A2S systems and campuses focus their efforts in two main areas:

- System Delivery. In August 2010, the Education Trust launched [The U.S. Education Delivery Institute](#), a partner organization that guides A2S systems through an implementation approach called “delivery” to mobilize their college completion efforts.
- Data-Informed Strategy: Leading Indicators -- data on a set of proven factors that provide early signals of how well a student is progressing toward degree completion. Systems and campuses use these academic patterns of success to monitor their students’ progress against A2S goals.

The Education Delivery Institute has distilled the PMDU’s delivery approach to 15 essential elements



CSUS A2S Teams

- Paul Thayer, System Liaison

CSU

- **Alan Lamborn**, VPUA
- Blanche Hughes, VPSA
- Robin Brown, VPEA
- Mary Ontiveros, VPD
- Paul Thayer, AVPSA/SAPR
- Laura Jensen, IR

CSU-Pueblo

- **Rick Kreminski**, Provost
- Bruce Gifford, VPSS/EM
- Erin Frew, Asst. Provost

CSU Global

- **David Sweeley**, Inst'l Effectiveness
- Lauren Anuskewicz, Mktg/Admissns
- Jon Bellum, Provost
- Jennie Gross, Registrar
- Debbie Major, Assoc. VP Student Advancement
- Amber McDonnell, Mgr. Student Advising
- Pamela Toney, Dir. Fin. Aid
- Victoria West-Pawl, Librarian
- Wendy Wibbens, Mgr. Acad. Success

- A2S Liaison:
Rebecca Martin,
Deputy Director EDI

A2S Activities Since Fall 2011

Within System Activities:

- 2-day Denver Workshop
- Team Leader Meetings
- Liaison Visit to Campuses
- Planned for June 2013: Rebecca Martin visit to campuses and system



National Meetings:

- National-level expertise, highlighted best practices
- Facilitated work on delivery plans
- Interaction with leadership from other systems

Benefits

- High Quality Expertise
 - National Discussion
 - National Visibility
- Institution-initiated and institution-focused collaboration
 - Functional interaction across institutions

Emerging Cross-Institution Goal

GOAL: Improve both the graduation rate and the efficiency of progress to graduation for all students, while at the same time reducing existing graduation and efficiency rate gaps between low-income and underrepresented minority students as compared with other students. Each institution will:

- *increase the rate at which first-time students [new freshman cohorts for Fort Collins and Pueblo; new transfer cohorts for Global] either complete 60 incremental credits [that is, 60 additional credits earned at their CSUS institution] or graduate within two academic years of their initial enrollment; and*
- *halve the existing gap in rates of attainment of 60 additional credits or graduation within two years between low-income students and underrepresented students as compared with other students.*

Examples of Institutional Initiatives



Initiative Examples

- Retention Initiatives -- Working Groups
 - Work group on at-risk students
 - Work group on consolidating tutoring services
- Incorporation of A2S Goal into Strategic Plan



Initiative Examples

- Student Advancement Committee. Development of cross-functional team, Student Advancement Committee, with representatives from seven departments all focused on student success and retention
- Retention Dashboard. Tracking status in terms of student 1st term success and 1st-to-3rd term retention rates
- Dialogue with Fort Collins and Pueblo. Sharing ideas regarding access and success, and what those ideas mean to the unique student populations each of the institutions serve



Initiative Examples

- Organizing to meet 2020 Student Success Goals
 - Provost Advisory Committee on Student Success
 - Next-generation Student Success Initiatives
- Leading Indicators Approach
 - Completion of foundational Math and Composition in students' first year
 - Completion of 30 credits within students' first year

Links to Further Information

- Education Trust: <http://www.edtrust.org/>
- NASH (National Association of System Heads):
<http://www.nashonline.org/>
- Access to Success: <http://www.edtrust.org/issues/higher-education/access-to-success>
- Leading Indicators:
<http://www.edtrust.org/dc/publication/advancing-by-degrees>

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
May 2, 2013**

Audit

1. *Discussion/Presentation* – Status of FY 12-13 Audit Plan 5 min
2. *Discussion/Presentation* – Status of past due recommendations 10 min
3. *Discussion/Presentation* – Questions/ Update on Internal Audit Office 5 min

Finance

4. *Discussion/Presentation/Action* – Adoption of FY 2014 E&G budget, tuition, fees, and other schedules and policies as required by statute and CCHE policy for CSU and CSU-P and adoption of total budget for CSU System and CSU Global Campus 75 min
5. *Discussion/Presentation/Action* – Adoption of the FY 2015 combined campuses capital construction prioritization list for presentation to CCHE 5 min
6. *Discussion/Presentation/Action* – Delegation of the Board of Governor's (Board) Plan Administrator duties under the CSU-Pueblo DCP to the Chancellor of the Colorado State University System 10 min
7. *Discussion/Presentation/Action* – Approval of CSU parking fee structure and rates 10 min

Audit Committee Presentation

May 2, 2013

Agenda Item 1: Status of FY 2012-13 Audit Plan

COLORADO STATE UNIVERSITY SYSTEM
DEPARTMENT OF INTERNAL AUDITING FY 2012-2013
AUDIT PLAN AS OF MAY 2, 2013

Audit	Institution	Status
Carry-forward from FY 11-12		
Non-student hourly employees	CSUP	Report 13-01
Lory Student Center	CSU	Report 13-02
CVMBBS - Dept of Environmental & Radiological Health Sciences	CSU	Report 13-05
Research Innovation Center	CSU	Fieldwork
IT - RamTech	CSU	Report 13-06
New for FY 12-13		
NCAA Compliance Areas	CSU	Fieldwork
Dining Services	CSU	Report 13-03
The Institute for Learning and Teaching (TILT)	CSU	Report 13-04
Payroll	CSU	
Warner college of Natural Resources	CSU	Exit conference 4/29/13; management responses due 5/13/13
CSU Extension (Field office audits)	CSU	Three memo reports issued
Accounts Receivable	CSU	
Tax Issues	CSU	
Motor Pool	CSU	
Identity Access Management Project	CSU	Ongoing
IT-Data Centers Survey	CSU	Fieldwork
Special Projects	All Locations	
Internal Auditing self-assessment		Awaiting external validation
Housing	CSUP	
Bookstore	CSUP	
Athletics	CSUP	
Student Fees-Mandatory-Continuing Education	CSUP	Fieldwork
Travel	CSUP	
Student Financial Services	CSU-GC	Fieldwork



All Overdue Recommendations

Audit Number	Audit Name	Report Date	Institution	Rec No	Recommendation	Audit Report Response	Department	Target Completion Date	Revised Target Completion Date	Current Response
10-08	College of Veterinary Medicine and Biomedical Sciences	11/30/2009	CSU	2	Update Strategic Plan to ensure it reflects major achievements and current goals and objectives and includes measurable performance metrics, and ensure a comprehensive assessment is done to evaluate progress in meeting all of the goals in the Plan.	Agree. 2005 Strategic Plan will be updated. Two meetings will occur before July 1, 2010, after which they can update the Strategic Plan. An annual comprehensive assessment will be performed to evaluate progress against the Strategic Plan.	CVMBS, DLAB	6/30/2011	1/1/2014	With the pending hire of a new Dean in early CY12, the DLAB will wait to finalize a strategic plan after a college plan is announced.
10-17	Telecommunications - Cell Phones	6/30/2010	CSU	1	Telecommunications should develop and document procedures for granting blanket exceptions to departments.	Telecommunications plans to revamp the cell phone program in FY11 and blanket exemptions will be clearly addressed in the procedures.	Telecommunications	6/30/2011	4/30/2013	The VP of Operations is working to finalize a contract with the selected vendor. All users should be migrated by the end of May.
10-17	Telecommunications - Cell Phones	6/30/2010	CSU	2	Telecommunications should analyze the administrative fee and the personal usage percentage charge to ensure they are in line with actual costs to the program.	These fees and charges will be reevaluated in the new cell phone program.	Telecommunications	6/30/2011	4/30/2013	The VP of Operations is working to finalize a contract with the selected vendor. All users should be migrated by the end of May.
12-09	Supplemental Pay	4/27/2012	CSU-P	3	Perform a periodic management review, at least annually, of all issued supplemental pay and adjunct contracts to determine if they are in compliance with University policy.	Agree. While the policy and process implemented per Rec 1 should ensure that contracts are in compliance, a periodic review will be undertaken annually between 7/1-8/1 to review what transpired in the previous fiscal year.	Provost	8/31/2012	9/1/2013	

Audit Number	Audit Name	Report Date	Institution	Rec No	Recommendation	Audit Report Response	Department	Target Completion Date	Revised Target Completion Date	Current Response
12-09	Supplemental Pay	4/27/2012	CSU-P	4	Develop a policy that would establish the factors to be considered prior to hiring an adjunct (i.e., departmental faculty workload distributions). The policy should also establish standardized pay rates for the most common supplemental assignments.	Agree. Provost will work with Academic Council to develop meaningful faculty workload reports and policy to ensure that approved faculty workload is adhered to. A separate policy will be established to standardize common supplemental pay assignments.	Provost	12/31/2012	7/1/2013	Workload study began in Sept. 2012. Will compare 2012-13 figures with 2011-12. Based on those results, a policy will be developed and take effect Fall 2013.
12-09	Supplemental Pay	4/27/2012	CSU-P	8	Develop procedures that incorporate State Personnel Board Rules when contracts are issued to employees whose additional assignment is with another area of the University or with another State agency.	Agree. 8/31/12 for interagency assignments. 8/31/13 for external agency assignments.	HR	8/31/2012	5/31/2013	Due to the shortage of staffing and lack of a Director, the completion date has been revised.
12-11	Kuali Implementation	6/13/2012	CSU	2	Continue to develop procedural documents and desk manuals for functions that relate to the Kuali Financial System.	Agree. BFS will finalize procedural documents and desk manuals for functions that relate to KFS.	BFS	4/30/2013	N/A	

Agenda Item 2: Status of Past Due Recommendations

Discussion Item

Agenda Item 3: Questions/Update on Internal Audit Office

Discussion Item

Agenda Item 4:
Adoption of FY 2014 E&G Budget, Tuition,
Fees, and Other Schedules

Why is the Board Voting on Revenue and Budget Related Items

- **Tuition and Tuition Differentials**
 - By law, the Board is required to “set the amount of tuition “ annually. 23-30-112 and 23-2-130.5 Colorado Revised Statutes (C.R.S.)
- **Education and General operating budget increases**
 - Historically this is an item the Board has requested come before them.
 - No specific statutory or CCHE requirement for annual review although both sources reference the board’s authority and control over all funds. Delegation down of control has occurred over time.
 - Board Bylaws make reference that the budget process is handled by the campus Presidents.
 - Logical extension of voting on tuition and fees is to also review how the new revenue will be used.
- **Student Fees**
 - Statute directs the Colorado Commission on Higher Education (CCHE) to develop policies concerning student fees. 23-1-123 C.R.S.
 - Those policies require “Each governing board shall annually review and approve ...fees”
 - Submission of an annual Institutional Plan on Student Fees is also required – due in September
 - Requirements around approval of student fees will change next year to SB11-1301 which establishes new processes
- **Technology Fees and Manuals (part of Student Fees and applies to CSU only)**
 - Statute directs the Colorado Commission on Higher Education (CCHE) to develop policies concerning student fees. 23-1-123 C.R.S.
 - Those policies require “Each governing board shall annually review and approve ...fees”
- **Capital Construction**
 - Statute directs the Colorado Commission on Higher Education (CCHE) to develop policies concerning capital construction 23-1-106
- **Housing and Dining rates and increases**
 - Historically these are items the Board has requested come before them.
 - No specific statutory or CCHE requirement for annual review

FY14 Incremental E&G Budget Increases Over FY13

Revenues	CSU	CSU-Pueblo	CSU Global Campus	Total
COF/FFS	\$5,400,000	(\$29,000)	\$0	\$5,371,000
State Funding Reserve	\$0	\$1,000,000	\$0	\$1,000,000
Tuition	\$25,590,939	(\$715,000)	\$11,109,600	\$35,985,539
Reserves	\$0	\$500,000	\$0	\$500,000
Other	\$521,450	\$(43,000)	\$5,000	\$483,450
Total - Revenues	\$31,512,389	\$713,000	\$11,114,600	\$43,339,989
Expenditures	CSU	CSU-Pueblo	CSU Global Campus	Total
Budget Reductions	\$0	(\$674,000)	\$0	(\$1674,000)
Salaries/Benefits	\$10,349,000	\$557,000	\$2,967,700	\$13,873,700
Mandatory Costs	\$4,211,500	\$405,000	\$0	\$4,616,500
Quality Initiatives	\$6,618,831	\$0	\$600,000	\$7,218,831
Financial Aid	\$2,219,800	(\$132,000)	\$4,809	\$2,092,609
Other	\$8,113,258	\$306,000	\$5,442,605	\$13,861,863
Total - Expenditures	\$31,512,389	\$462,000	\$9,015,114	\$40,989,503

System Support for CSU-Pueblo

- At the May 2012 Board of Governors meeting, the Board approved \$2.1 million for the FY 2013 CSU-Pueblo budget to address base budget omissions in prior years.
- The following financial support is being provided by the CSU System to offset the shortfall.
 - The campus will receive approximately \$1 million in additional FFS/COF funding for FY 2013.
 - The System was appropriated \$1.5 million additional one-time state funding support for FY 2013, CSU –Pueblo will receive \$1 million of the new funds.
- For FY 2014, CSU-Pueblo will receive an increase of \$1 million combined FFS/COF funding for a total of \$12.76 million.

CSU – Fort Collins Tuition Rate Increases

Tuition	FY 2013 Rate	FY 2014 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$6,875	\$7,494	\$619	9%
Non-Resident, Undergraduate	\$22,667	\$23,347	\$680	3%
Resident, Graduate	\$8,392	\$8,811	\$420	5%
Non-Resident, Graduate	\$20,572	\$21,600	\$1,029	5%
Resident, PVM	\$23,288	\$24,452	\$1,164	5%
Non-Resident, PVM	\$50,263	\$51,269	\$1,005	2%

CSU – Fort Collins Differential Tuition Rates

Per Credit Hour Tuition Differential	FY 2012 Per Credit Hour Rate	FY 2013 Per Credit Hour Rate	FY 2014 Per Credit Hour Rate
<p>Level I Applies to courses in the Colleges of Agricultural Science, Applied Human Sciences, Liberal Arts, Warner College of Natural Resources, Intra-University</p>	\$25	\$35	\$45
<p>Level II Applies to courses in the College of Natural Sciences, Veterinary Medicine and Biomedical Sciences</p>	\$35	\$45	\$60
<p>Level III Applies to courses in the College of Business, Engineering</p>	\$45	\$60	\$80

CSU-Pueblo Tuition Rate Increases

Tuition	FY 2013 Rate	FY 2014 Rate	\$ Increase	% Increase
Resident, Undergraduate 1-12 Credits @ \$203.92/Hour	\$4,894	\$4,894	\$0	0 %
Non-Resident, Undergraduate 1-12 Credits @ \$613.00/Hour	\$14,712	\$14,712	\$0	0 %
Western Undergraduate Exchange Tuition 1-12 Credits @ \$399/Hour	\$9,573	\$9,573	\$0	0 %
Resident, Graduate 1-12 Credits @ \$235/Hour	\$5,640	\$5,640	\$0	0 %
Teacher Education, Resident Graduate 1-12 Credits @ \$214/Hour	\$5,135	\$5,135	\$0	0 %
Non-Resident, Graduate 1-12 Credits @ \$699/Hour	\$16,767	\$16,767	\$0	0 %

CSU-Pueblo Tuition Rate Increases

Tuition	FY 2013 Rate	FY 2014 Rate	\$ Increase
Resident, Undergraduate 13-18 credits @ \$100/Hour	\$100	\$100	\$0
Non-Resident, Undergraduate 13-18 credits @ \$184/Hour	\$184	\$184	\$0
Resident, Graduate 13-18 credits @ \$100/Hour	\$100	\$100	\$0
Teacher Education, Resident Graduate 13-18 credits @ \$100/Hour	\$100	\$100	\$0
Non-Resident, Graduate 13-18 credits @ \$118/Hour	\$118	\$118	\$0

CSU-Pueblo Differential Tuition Rates

Per Credit Hour Tuition Differential	FY 2014 Proposed Undergraduate	FY 2014 Proposed Graduate
Business	\$25	\$91
Computer Science	\$25	\$91
Engineering	\$25	\$53
Nursing	\$25	\$53

Note: CSU-Pueblo is proposing to increase differential tuition rates the same as FY 2013 rates.

CSU – Global Tuition Rate Increases

Tuition	FY 2013 Maximum Per Credit Hour Rate	FY 2014 Maximum Per Credit Hour Rate	\$ Increase	% Increase
Undergraduate	\$449	\$449	\$0	0%
Graduate	\$549	\$549	\$0	0%

CSU – Fort Collins Tuition & Fee History

Resident, Undergraduate

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2013-2014	\$7,494	\$1,729	\$9,223	\$664	7.8%
FY 2012-2013	\$6,875	\$1,684	\$8,559	\$607	7.6%
FY 2011-2012	\$6,307	\$1,645	\$7,952	\$1,057	15.3%
FY 2010-2011	\$5,256	\$1,639	\$6,895	\$637	10.2%
FY 2009-2010	\$4,822	\$1,436	\$6,258	\$444	7.6%
FY 2008-2009	\$4,424	\$1,390	\$5,814	\$455	8.5%

CSU – Pueblo Tuition & Fee History

Resident, Undergraduate

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2013-2014	\$4,894	\$1,466	\$6,360	\$0	0%
FY 2012-2013	\$4,894	\$1,466	\$6,360	\$637	11.1%
FY 2011-2012	\$4,381	\$1,342	\$5,723	\$606	11.8%
FY 2010-2011	\$3,880	\$1,237	\$5,117	\$376	7.9%
FY 2009-2010	\$3,559	\$1,182	\$4,741	\$323	7.3%
FY 2008-2009	\$3,422	\$996	\$4,418	\$262	6.3%

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Student Fees, Room & Board

- All proposed student fee changes and room and board rate changes are presented in the appendix.
- Board approval of the budget action item includes approval of proposed students fees and room and board rate changes.

Cost of Attendance

- Cost of attendance is the estimated amount it will cost a student living on campus to attend CSU-Fort Collins and CSU-Pueblo.
- Staff has developed a “Cost of Attendance” table that summarizes the recommended FY 2013-2014 rates for tuition, fees, room and board.

Cost of Attendance at CSU Fort Collins

Resident, Full Time Undergraduate Student (12 credit hours, Fall & Spring semesters)						
CSU Fort Collins	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2013-2014 Proposed	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
FY 2012-2013	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
FY 2011-2012	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
FY 2010-2011	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
FY 2009-2010	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
FY 2008-2009	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%

Cost of Attendance at CSU-Pueblo

Resident, Full Time Undergraduate Student
(12 credit hours, Fall & Spring semesters)

CSU - Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2013-2014 Proposed	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	\$854	6.1%
FY 2011-2012	\$4,381	\$1,342	\$8,283	\$14,006	\$847	6.4%
FY 2010-2011	\$3,880	\$1,237	\$8,042	\$13,159	\$548	4.3%
FY 2009-2010	\$3,559	\$1,182	\$7,870	\$12,611	\$1,097	9.5%
FY 2008-2009	\$3,422	\$996	\$7,096	\$11,514	\$958	9.1%

Rate Increases

Tuition:

- Resident Undergraduate 9%
- Non-Resident Undergraduate 3%
- Resident Graduate 5% and Resident PVM 5%
- Non-Resident Graduate 5%
& Non-Resident PVM 2%

Fees/Increases:

- Mandatory Student Fees 2.6%
- Housing 5%
- Dining 5%
- Salaries: Faculty & Admin Pro 3% average;
State Classified 3.6% average

RUG	FY13	FY14	Change	% Change
Tuition	6,875	7,494	619	9.0%
Fees ¹	1,684	1,729	45	2.7%
R&B	10,180	10,674	494	4.9%
Total	18,739	19,897	1,158	6.2%

NRUG	FY13	FY14	Change	% Change
Tuition	22,667	23,347	680	3.0%
Fees ¹	1,684	1,729	45	2.7%
R&B	10,180	10,674	494	4.9%
Total	34,531	35,750	1,219	3.5%

RG	FY13	FY14	Change	% Change
Tuition	8,392	8,811	419	5.0%
Fees ¹	1,684	1,729	45	2.7%
R&B	10,180	10,674	494	4.9%
Total	20,256	21,214	958	4.7%

NRG	FY13	FY14	Change	% Change
Tuition	20,572	21,600	1,028	5.0%
Fees ¹	1,684	1,729	45	2.7%
R&B	10,180	10,674	494	4.9%
Total	32,436	34,003	1,567	4.8%

RPVM²	FY13	FY14	Change	% Change
Tuition	23,288	24,452	1,164	5.0%
Fees ¹	1,954	1,999	45	2.3%
R&B	10,180	10,674	494	4.9%
Total	35,422	37,125	1,703	4.8%

NRPVM²	FY13	FY14	Change	% Change
Tuition	50,263	51,269	1,006	2.0%
Fees ¹	1,954	1,999	45	2.3%
R&B	10,180	10,674	494	4.9%
Total	62,397	63,942	1,545	2.5%

¹Based off 12 credit hours fall and spring/PVM based on 21 credits

²PVM Tuition does not include Nonresident/WICHE facilities and use charge assessments \$500.50 per term for non-sponsored students

Undergraduate Tuition Differential Rates				
	FY13		FY14	
	Rate/SCH	Increase	Rate/SCH	
Level I	\$ 35.00	\$ 10.00	\$ 45.00	
Level II	\$ 45.00	\$ 15.00	\$ 60.00	
Level III	\$ 60.00	\$ 20.00	\$ 80.00	

Special Course Fees		
Proposals for FY14	# of Proposals	Est. Revenue
New Fees	24	\$ 65,260
Changes to Existing Fees	64	\$ 48,162
Discontinued Fees	15	\$ (19,040)

COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2013-14
ENROLLMENT SUMMARY

	2011-12 Actual Enrollment	2012-13 Actual Enrollment	2013-14 Proposed Enrollment	2013-14 Increase (Decrease)
Main Campus				
Student FTE*				
<u>Resident</u>				
Graduate	1,306	1,236	1,236	0
Undergraduate	17,104	16,956	16,956	0
Total	18,410	18,192	18,192	0
<u>Nonresident</u>				
Graduate	660	684	684	0
Undergraduate	3,942	4,246	4,246	0
Total	4,602	4,930	4,930	0
<u>Total FTE</u>				
Graduate	1,966	1,920	1,920	0
Undergraduate	21,046	21,202	21,202	0
Total	23,012	23,122	23,122	0
Student Headcount**				
<u>Resident</u>				
Graduate	2,685	2,564	2,564	0
Undergraduate	18,248	18,045	18,045	0
Total	20,933	20,609	20,609	0
<u>Nonresident</u>				
Graduate	1,202	1,244	1,244	0
Undergraduate	4,052	4,367	4,367	0
Total	5,254	5,611	5,611	0

*Full Year - Source for Actual Enrollment FTE SIS022DC, proposed enrollment FTE calculated.

**Fall Term - Source for Headcount SIS022DC

COLORADO STATE UNIVERSITY
 EDUCATION & GENERAL
 PROPOSED BUDGET

2013-14
 ENROLLMENT SUMMARY

	2011-12 Actual Enrollment	2012-13 Actual Enrollment	2013-14 Proposed Enrollment	2013-14 Increase (Decrease)
Professional Veterinary Medicine				
Student FTE*				
Resident	443	449	445	-4
Nonresident	363	365	364	-1
Total	806	814	808	-6
Student Headcount**				
Resident	301	302	299	-3
Nonresident	247	247	246	-1
Total	548	549	545	-4

*Full Year - Source for Actual Enrollment FTE SIS022DC, proposed enrollment FTE calculated.

**Fall Term - Source for Headcount SIS022DC



**Colorado
State
University**

**FY14 Incremental E&G Budget – Version 3.0
Colorado State University – Fort Collins
April 2013**

New Resources	\$31,512,389
Tuition	25,590,939
Undergraduate	13,262,000
Undergraduate – Enrollment Growth (Net Discounts)	5,431,000
Graduate	1,077,400
Professional Veterinary Medicine	691,100
Differential Tuition and Graduate Program Charges	5,129,439
DCE On-Line Plus Revenue	60,000
Facilities and Administrative Recovery Increase	461,450
State Funding Impact	5,400,000

New Expenses	\$31,512,389
Financial Aid/Scholarship Inflation	2,219,800
Academic Tuition Sharing	1,385,603
Graduate School Tuition Pool for GTAs/GRAs	686,000
Salaries and Benefits	9,794,000
Faculty Promotions	555,000
Other Mandatory Costs (utilities for new facilities, debt service, etc.)	4,211,500
Deployment of Differential Tuition and Graduate Program Charges	5,041,655
University Program and Deferred Maintenance Reserves	1,000,000
Commitments/Quality Enhancements	6,618,831*

Net —

*** Commitments/Quality
Enhancements** **\$6,618,831**

Critical Academic Initiatives **\$3,295,876**

Faculty Retention and Hiring
(Faculty Lines – 15+,
Start-up Retention, etc.) 2,798,876

Academic Program Support
(SoGES, Water Center,
Equine Institute, etc.) 497,000

Programs **\$2,100,763**

Student Programs
(Student Success, Mental Health
Women’s Soccer, etc.) 1,518,763

Outreach/Engagement Programs
(Statewide STEM, Diversity,
Marketing, etc.) 582,000

Supporting Infrastructure **\$1,222,192**

Academic Infrastructure
(Non-resident Recruiting,
Course Planning Software,
Research Staff Support, etc.) .. 673,693

Essential Compliance
(Fire Sprinkler, Eye Wash,
E-Recruitment, Position
Management, etc.) 548,499

Base Tuition Assumptions

- Resident Undergraduate – 9% (\$619)
- Non-Resident Undergraduate – 3% (\$680)
- Resident Graduate – 5% (\$420)
- Resident Professional
 Veterinary Medicine – 5% (\$1,164)
- Non-Resident Graduate – 5% (\$1,029)
- Non-Resident Professional
 Veterinary Medicine – 2% (\$1,005)
- Fees – 2.6% (\$22.75)



Colorado State University - Pueblo
REVENUE & EXPENSE PROJECTION
 May 2, 2013

REVENUE & EXPENSE PROJECTION

	FY14	FY15
Tuition Increase (Decrease)	\$ (715,000)	\$ 5,730,000
General Fund - Fee For Service Increase (Decrease)	\$ 1,000,000	\$ -
COF - Increase (Decrease)	\$ (29,000)	\$ 430,000
Fees - Increase (Decrease)	\$ (43,000)	\$ 300,000
CSU-Pueblo Reserves	\$ 500,000	
Projected Change in Revenue Gain (Loss)	\$ 713,000	\$ 6,460,000

Reduced Vacancy Savings	\$ 230,000	\$ 120,000
Classified Staff Cost of Living Adjustment	\$ 210,000	
G&A/Operating Reduction	\$ (674,000)	
Strategic Initiatives		\$500,000
Marketing Efforts	\$200,000	\$500,000
One Time Classified Bonus	\$ (383,000)	
Increased Benefit Costs	\$ 500,000	\$ 500,000
Scholarship Cost Reduction (exp tied to Enrollment)	\$ (132,000)	
Payoff of Liability to Foundation	\$ (144,000)	
COP Library Payment	\$ 50,000	
Network System Upgrades	\$ 140,000	
Property Insurance/Utilities	\$ 265,000	\$ 100,000
Accreditation	\$ 85,000	
Equity Study	\$ 100,000	
CSUP Employee Dependent Tuition Benefit	\$ 15,000	
New Sports - M/W Lacrosse, W Swim, M Track/CC		\$ 700,000
Projected Change in Expense Gain (Loss)	\$ 462,000	\$ 2,420,000

COLORADO STATE UNIVERSITY - GLOBAL CAMPUS
FY 2013 Third Quarter Income Statement - GAAP Basis

	FY 2011 Actual	FY 2012 Actual	FY 2013 Revised Annual Budget	FY 2013 Mar 31, 2013 Q3 Actual	FY 2013 Mar 31, 2013 Q3 Budget	FY2013 % Variance	FY 2014 Projected Annual Budget
Revenues							
Tuition & Fees	17,045,639	25,199,562	36,421,400	25,490,463	24,015,119	6.14%	47,531,000
Fee for Service	-	-	-	-	-	-	-
Grants & Contracts (Student Pell)	1,928,708	2,966,981	4,553,400	3,375,886	3,375,886	0.00%	5,008,740
Sales & Services of Educational Departments	-	-	-	-	-	-	-
Sales & Services of Auxiliary Enterprises	-	-	-	-	-	-	-
Other Sources	54,308	46,779	85,000	87,493	63,750	37.24%	90,000
Total Revenues	19,028,655	28,213,322	41,059,800	28,953,842	27,454,755	5.46%	52,629,740
Expenditures							
Instruction	3,175,828	4,165,980	6,518,300	4,830,907	4,663,725	3.58%	9,888,480
Research	-	-	-	-	-	-	-
Public Service	-	-	-	-	-	-	-
Academic Support	1,490,751	2,050,645	2,477,300	1,579,415	1,632,975	-3.28%	4,023,634
Student Services	4,564,118	5,869,570	7,437,800	5,342,726	5,353,350	-0.20%	11,887,709
Institutional Support	1,183,187	4,131,357	5,904,300	3,049,872	4,428,225	-31.13%	4,848,852
Operation of Plant	101,554	164,366	195,900	147,695	146,925	0.52%	440,000
Scholarships & Fellowships	1,928,708	2,966,981	4,990,200	3,699,109	3,699,109	0.00%	5,450,349
Auxiliary Expenditures	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-
Total Expenditures	12,444,146	19,348,899	27,523,800	18,649,724	19,924,309	-6.40%	36,539,024
Operating Income (Loss)	6,584,509	8,864,423	13,536,000	10,304,118	7,530,446	36.83%	16,090,716
Non-operating Revenues (Expenses)							
State Appropriations	-	-	-	-	-	-	-
Stabilization Funds	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-
Investment Income	23,795	(8,877)	-	-	-	-	-
Interest Expense on Capital Debt	-	-	-	-	-	-	-
Gain or (Loss) on Disposal of Assets	-	-	-	-	-	-	-
Other Non-operating Revenues (Expenses)	-	-	-	(1,267,543)	(1,267,534)	0.00%	-
Net Non-operating Revenues	23,795	(8,877)	-	(1,267,543)	(1,267,534)	0.00%	-
Income (Loss) Before other Items	6,608,304	8,855,546	13,536,000	9,036,575	6,262,912	44.29%	16,090,716
Capital Revenues, Expenses, or Transfers							
State Capital Appropriations	-	-	-	-	-	-	-
Federal Capital Grants	-	-	-	-	-	-	-
Capital Gifts	-	-	-	-	-	-	-
Transfers (To)/From Governing Boards & Other Agencies	(34,000)	(116,765)	-	-	-	-	(7,500,000)
Permanent Endowment Addition	-	-	-	-	-	-	-
Capital Revenues, Expenses, or Transfers	(34,000)	(116,765)	-	-	-	-	(7,500,000)
Net Increase (Decrease) in Net Assets	6,574,304	8,738,781	13,536,000	9,036,575	6,262,912	44.29%	8,590,716
Designated Funds:							
Reserve Account	N/A	\$ -	\$ 6,000,000	N/A	N/A		\$ 2,500,000
Student Investment	N/A	\$ 2,900,000	\$ 5,000,000	N/A	N/A		\$ 6,000,000

Board of Governors approval of the FY 2014 SRECNA column includes direction that \$7.5 million (or amount remaining after Expenses, Reserve, and Student Investment) be transferred to the CSU System for use in supporting the system office, academic, and other quality initiatives



COLORADO STATE UNIVERSITY SYSTEM

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

CSU SYSTEM BUDGET FISCAL YEAR 2014

Office of the Chancellor	<u>FY 2013</u>	<u>FY 2014</u>
Salaries	\$1,863,465	\$1,682,000
Operating	\$436,000	\$564,000
Travel	\$10,000	\$10,000
Total	\$2,309,465	\$2,256,000

Office of the Executive Secretary to the Board of Governors

Salaries	\$301,459	\$115,000
Operating	\$179,200	\$180,000
Travel	\$65,000	\$65,000
Total	\$545,659	\$360,000

Office of General Counsel

Salaries	\$1,653,555	\$1,733,555
Operating	\$144,000	\$144,000
Travel	\$35,000	\$35,000
Attorney General Office Payment	\$90,000	\$90,000
Total	\$1,922,555	\$2,002,555

Department of Internal Auditing

Salaries	\$746,535	\$746,535
Operating	\$21,500	\$21,500
Travel	\$8,000	\$8,000
Total	\$776,035	\$776,035

CSU System Office Total	\$5,553,714	\$5,394,590
--------------------------------	--------------------	--------------------

System Cost Distribution (may change based upon final headcount and tuition/fee figures)

CSU	80%	\$ 4,442,971	\$ 4,315,672
CSU-Pueblo	10%	\$ 555,371	\$ 539,459
CSU Global Campus	10%	\$ 555,371	\$ 539,459

Colorado State University System
Board of Governors Meeting – May 3, 2013
Action Item

MATTERS FOR ACTION:

Approval of the FY2013-2014 E&G operating budget incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State University, and Colorado State University – Pueblo, and approval of tuition rates, and total budget for Colorado State University – Global Campus and the operating budget for the CSU System Office.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve all proposed schedules, budgets, and rate/rate increases as listed in MATTERS FOR ACTION, and as presented in the Finance Committee presentation of the Board of Governors on May 2, 2013 for the 2013-2014 Fiscal Year.

EXPLANATION:

Presented by Richard Schweigert, Chief Financial Officer, Board of Governors Officer of the Colorado State University System.

This Action Item represents the culmination of a year long discussion with the Board of Governors about the upcoming FY 2013-2014 financial structure for the Colorado State University System. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

While the Board no longer has specific policies about what needs board approval, previous board policy required that the annual operating budget increase for each physical campus in the CSU System be presented to the board. In addition, previous

Colorado State University System
Board of Governors Meeting – May 3, 2013

board policy required that rates and increases in tuition, student fees, housing and dining, and technology fees also be reviewed and approved by the board.

Related to these actions are requirements in statute and further expanded in policy by the Colorado Commission on Higher Education that require review and adoption annually of all new tuition rates and student fees.

The board is also requested to approve the operating budget for the Colorado State University System office which includes budgets for the Office of the Chancellor, Office of General Counsel, Department of Internal Audit, and Office of the Executive Secretary of the Board of Governors.

This item is recommended by the Board of Governors Finance Committee.

Approved

Denied

Mary Lou Makepeace, Secretary

Date

Agenda Item 5:
Adoption of the FY 2015 Capital
Construction Prioritization List

Review and Adoption of FY 2015 Combined Capital Construction List

- The Colorado Commission on Higher Education (CCHE) requires the Board to approve a prioritized capital construction list of projects
- CCHE only wants a list of the most pressing needs. This is a variance in requirements from previous years and creates a much shorter list for the CSU System.
- This list is reviewed by the CCHE and combined with other institutions priority lists.
- The CCHE list is sent to the Governor and the Legislature and projects are approved or disapproved for funding based upon available capital funds
- Attached resolution needs to be adopted

Recommended Board of Governors Fiscal Year 2014-2015 STATE FUNDED Prioritized Capital Construction List

Please Note: Prioritization may change due to recommendations from CCHE

Priority	Campus	Project Name	Prior Funding	Cash Funds	State Funds	Total Project Cost
1	CSU	Chemistry Addition*		\$5,400,000	\$44,600,000	\$50,000,000 (State and University)
2	CSU	Animal Sciences Building –phase 1 completion	\$9,500,000		\$3,900,000	\$13,400,000 (State and University)
3	CSU-P	Psychology Building			\$2,300,000	\$2,300,000 (State funding)
4	CSU	Engineering II –build out	\$64,800,000		\$8,000,000	\$72,800,000 (University and donor)
5	CSU	Warner College of Natural Resources addition		\$10,000,000	\$10,000,000	\$20,000,000 (State and University)
6	CSU	Shepardson addition		\$9,000,000	\$22,800,000	\$31,800,000 (state and university)
7	CSU	Agriculture education building		\$1,000,000	\$3,300,000	\$4,300,000 (state and university)
8	CSU	San Luis Valley Research Station			\$4,800,000	\$4,800,000 (state only)
TOTAL				\$25,400,000	\$174,000,000	\$199,400,000

*This project is on the HJR08-1042 list for FML money

For Information Only - Last year's state funded approved list

Recommended Board of Governors Fiscal Year 2013-2014 State Funded Prioritized Capital Construction List

Priority**	Campus	Project Name	Cash Funds	State Funds	Total Project Cost
1	CSU	Chemistry Addition *	\$5,400,000	\$44,600,000	\$50,000,000 (State and University)
2	CSU-P	General Classroom Building		\$15,000,000	\$15,000,000 (State funding)
3	CSU-P	Psychology Building		\$15,000,000	\$15,000,000 (State funding)
4	CSU	Avenir Gallery Addition	\$10,000,000 (donor funded)		\$10,000,000 (donor funded)
5	CSU	Biology Building	\$60,000,000		\$60,000,000 (Bonds)
6	CSU	ERC Accelerator and Propulsion Exp.	\$5,000,000		\$5,000,000 (Engineering)
7	CSU-P	Occhiato University Center	\$26,300,000		\$26,300,000 (Bonds)
8	CSU	Shields Street Parking Garage	\$50,000,000		\$50,000,000 (Bonds)
9	CSU	Equine Orthopedics Lab Addition	\$2,000,000		\$2,000,000 (Donor)
10	CSU	S. Boulder Creek Watershed Conservation Easement	\$5,000,000		\$5,000,000 (US Forest Service)
12	CSU-P	Belmont Residence Hall (Phase I)	\$8,000,000		\$8,000,000 (Bonds)

TOTAL \$180,400,000 \$74,600,000 \$255,000,000

Potential Future CASH FUNDED Projects CSU and CSU-Pueblo

NO Board action necessary at the May 2013 meeting necessary. May see these in future bond project discussions with the board.

Campus	Project Name	Cash Funds
CSU	Shields & Plum St garage	\$50,000,000
CSU	Aggie Village North	\$105,000,000
CSU	Biology	\$60,000,000
CSU	PERC relocation	\$7,400,000
CSU	Purchase of Powerhouse Energy Institute	\$10,000,000
CSU	Bay Farm Parking Garages	\$40,000,000
CSU	Temple Grandin Center for Equine Assisted Therapies	\$6,000,000
	Total	\$278,400,000
CSU-P	Phase I – Occhiato Student Center	\$30,000,000 (\$26m bonds and \$4m from banked student capital fee)
CSU-P	Phase II - Occhiato Student Center	\$5,000,000 (Donor funded)
CSU-P	Soccer/Lacrosse Complex	\$3,000,000
CSU-P	Belmont residence Hall	\$8,000,000
	Total	\$46,000,000

*This project is on the HJR08-1042 list

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013

Board Resolution

FY 2015 Colorado State University System Capital Construction Prioritization

MATTER FOR ACTION:

Approval of the Colorado State University System FY 2014-2015 Capital Construction
Prioritization List

RECOMMENDED ACTION:

MOVED, that the attached FY 2014-2015 Capital Construction prioritization list for
Colorado State University – Fort Collins and Colorado State University –
Pueblo is hereby approved.

FURTHER, that staff is authorized to submit any and all documents required by the
Department of Higher Education, Governors Office, and the General Assembly.

EXPLANATION:

Presented by Rich Schweigert, Chief Financial Officer, CSU System

Colorado State University System staff is annually required to present to the Board of Governors a proposed combined capital construction priority list. This is the beginning step in the new budget cycle for the following year and the capital list represents the board and staff's best estimate as to what the CSU System might consider building in the following year. Please note however that only one or two of the cash funded projects in any given year would be brought forward to the board for final approval. This list is required to be adopted by the board under Department of Higher Education guidelines.

Approved

Denied

Board Secretary

Agenda Item 6:

Delegation of the Board of Governor's (Board)
Plan Administrator Duties under the CSU-Pueblo
DCP to the Chancellor of the CSU System

Stretch Goal or Strategic Initiative: N/A

MATTERS FOR ACTION:

Delegation of the Board of Governor's (Board) Plan Administrator duties under the CSU-Pueblo DCP to the Chancellor of the Colorado State University System (System).

RECOMMENDED ACTION:

MOVED, that effective May 3, 2013 the Board's Plan Administrator Duties relating to the Colorado State University-Pueblo Defined Contribution Plan for Retirement (Plan) are hereby delegated to the Chancellor of the Colorado State University System.

EXPLANATION PRESENTED BY: Michael D. Nosler, General Counsel.

The current Plan covers all CSU-Pueblo, System and CSU-Global employees. Pursuant to Article 12.1 of the Plan (Plan Administration) the President of CSU-Pueblo and the Board are designated as Co-Administrators of the Plan. Provision 12.1 also provides that the Board's Plan Administrator duties may be delegated to a designated individual. Pursuant to Article 7.1 of the Plan, the Plan Administrator selects the Funding Vehicles provided by the Fund Sponsors. In order to facilitate the administration of the Plan and to provide for timely selection of appropriate funding vehicles offered by the Plan, it is recommended that the Chancellor be delegated the administrative duties of the Board.

Approved

Denied

Marylou Makepeace, Board Secretary

Date

Agenda Item 7: Approval of CSU Parking Fee Structure and Rates

MATTER FOR ACTION:

Fees: Colorado State University Parking and Transportation Services

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve an increase in parking fines and fee increases for parking meter/pay stations and daily parking permits to become effective July 2013.

EXPLANATION:

Presented by Amy Parsons, Vice President for University Operations

Parking and Transportation Services is requesting an increase in daily permit fees, meter/pay station fees and parking fines. The last increase in the daily permit fee and meter/pay station fee levels was in July 2008. The last increase in parking fine levels was in July 2007. These proposed new fees and fines are consistent with those of peer institutions and other Colorado institutions. The proposed increases in fees and fines are expected to generate approximately \$432,000 per year in new revenue. Total revenue from daily fees, fines, and meters account for 34% of the total annual revenues to Parking and Transportation Services. Parking and Transportation Services is not planning to ask for another increase in these fees for at least three years. Parking and Transportation Services is not requesting an increase in our annual parking permits at this time.

Proposed is a fee structure that increases daily permit fees from \$6.00 to \$8.00, a meter/pay station fee increase from \$1.00 to \$1.25 per hour and various parking fine increases that average 40% based on the type of infraction (see Exhibit A for fine comparison).

The additional revenue will be used to fund new alternative transportation initiatives. Parking and Transportation Services continually meets with students, faculty, and staff to refine plans and explore new alternative transportation options to promote safe, accessible access to and around campus. Some of the options being considered include:

- Installing bike shelters and/or bike lockers;
- Initiating a bike share program;
- Initiating a ride share program;
- Efforts to expanding the current car share program (Zipcar);
- Expanding the existing carpool program;
- Implementing an on-campus shuttle, inter-campus shuttle and a campus circulator shuttle; and
- Developing additional incentives to encourage students and employees to bicycle, carpool, or use Transfort services to get to and from campus.

Approved

Denied

Mary Lou Makepeace, Secretary

Date

Appendix

FY 2014 Tuition and Differential Tuition Rate Schedules

COLORADO STATE UNIVERSITY
2013-14 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Approved Tuition 2012-13		Proposed Tuition 2013-14		
	Resident	Nonresident	Resident	Nonresident	WICHE (PVM Only)
UNDERGRADUATE TUITION					
Part-time (Per credit charge 1-9, for 10-11 credit hours, see*)	\$312.20	\$1,133.40	\$340.30	\$1,167.40	
Full-time (12 or more total credit hours)*	\$3,437.40	\$11,333.60	\$3,746.80	\$11,673.60	
Western Undergraduate Exchange Program (WUE) Rate @ 15 credit hours Full-time (12 or more credit hours)	\$6,551.10		\$7,060.20		
College Opportunity Fund (COF) Resident Undergraduate per credit hour	\$62.00	n/a	\$64.00	n/a	

	Approved Tuition 2012-13		Proposed Tuition 2013-14		
	Resident	Nonresident	Resident	Nonresident	WICHE (PVM Only)
GRADUATE TUITION					
Part-time (per credit charge, 1-8 credit hours)	\$466.20	\$1,142.90	\$489.50	\$1,200.00	
Full-time (9 or more total credit hours)	\$4,195.80	\$10,285.90	\$4,405.60	\$10,800.20	

	Approved Tuition 2012-13		Proposed Tuition 2013-14		
	Resident	Nonresident	Resident	Nonresident	WICHE (PVM Only)
PROFESSIONAL VETERINARY MEDICINE (PVM) TUITION					
Freshmen, Sophomores, and Juniors (per term)**	\$11,644.00	\$25,131.50	12,226.00	25,634.50	\$27,025.50
Seniors (per credit hour)	\$554.48	\$1,196.74	582.19	1,220.69	1,286.93

*FY14 calculated undergraduate rates for 10 to 12 credit hours:

	10 SCH	11 SCH	12 SCH
Resident Undergraduate	3,290.70	3,518.70	3,746.80
Non-Resident Undergraduate	10,895.60	11,284.60	11,673.60
WUE Undergraduate	5,896.05	6,334.05	6,772.20

For SCH >20, an additional per credit hour charge equal to the part-time per credit hour rate will be assessed for undergraduates.
SCH = Student Credit Hour

**PVM tuition does not include Nonresident/WICHE facilities and use charge assessments \$500.50 per term for non-sponsored students.

COLORADO STATE UNIVERSITY
DIVISION OF CONTINUING EDUCATION
2013-14 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Proposed Tuition per Credit 2012-13 Minimum	Proposed Tuition per Credit 2012-13 Maximum	Proposed Tuition per Credit 2013-14 Minimum	Proposed Tuition per Credit 2013-14 Maximum
<u>GRANTING UNIVERSITY ENROLLMENT for a SPECIFIC TERM (GUEST)</u>				
Undergraduate Instruction				
In-State	\$312.20		\$340.30	
Out-of-State	\$1,133.40		\$1,167.40	
Graduate Instruction				
In-State	\$466.20		\$489.50	
Out-of-State	\$1,142.90		\$1,200	
<u>ON CAMPUS EXTENDED EDUCATION</u>				
Undergraduate Instruction				
In-State	\$349		\$379	
Out-of-State	\$1,133		\$1,167.40	
Graduate Instruction				
In-State	\$466		\$466	
Out-of-State	\$1,143		\$1,200	
<u>UNDERGRADUATE¹</u>	\$349	\$699	\$379	\$466
<u>GRADUATE- Master's Degree¹</u>	\$466	\$1,600	\$466	\$1,550
<u>GRADUATE- PhD¹</u>	\$496	\$725	\$725	\$957
<u>OTHER¹</u>	\$55	\$100	\$57	\$100
Sponsored Contract Rates Annenberg				
<u>CUSTOM GRADUATE PROGRAMS :</u>				
Custom Discounted graduate rates (i.e. COB Kenya program and other international offerings)			\$174	\$957

NOTES:

TUITION

¹Tuition for cash-funded programs may be reduced or discounted below the minimum rates based on market demand. Resident tuition for programs eligible for FTE funding per CCHE policies is proposed at the same rate as campus-based resident instruction. Nonresident tuition for such programs is based on the actual cost of delivery.

On-campus undergraduate instruction and GUEST Program participants will also be assessed differential tuition as follows:

FY14 Proposed Undergraduate Differential Tuition Rates per Student Credit Hour (SCH) and approved student fees:

	Rate/SCH
Level I ³	\$45.00
Level II ⁴	\$60.00
Level III ⁵	\$80.00

²Differential tuition assessed per credit hour for all courses taken by undergraduates, except Construction Management courses.

Construction Management students are assessed a market based program assessment charge per semester.

Freshman will not be assessed differential tuition.

For College of Business courses, sophomores will also be assessed differential tuition.

Juniors and seniors will be assessed differential tuition on all courses taken including 500 and 600 level courses, excluding Construction Management courses.

Differential tuition assessed per undergraduate credit hour based on course prefix.

³Level I:

College of Agricultural Sciences (except ANEQ courses)

College of Applied Human Sciences (except FSHN, FTEC, RRM, HES, AM, DM and INTD courses)
College of Liberal Arts including cross-departmental EDUC courses (except ART, MU, TH and D courses)
Warner College of Natural Resources including cross-departmental NR courses (except GEOL courses)
Intra-University (except LIFE and HONR courses)

⁴Level II:

College of Natural Sciences
College of Veterinary Medicine and Biomedical Sciences
Course Prefixes: ANEQ, FSHN, FTEC, RRM, HES, AM, DM, INTD, LIFE, HONR, ART, MU, TH, D, GEOL

⁵Level III:

College of Business
College of Engineering

STUDENT FEES

All students:

- Subject to the mandatory University Technology Fee of \$20.00 per student.
(Contract courses exempt)
- Option to pay university general student fees.

All on-campus students are subject to:

- The University Facility Fee is \$15.00 per credit hour



**COLORADO STATE UNIVERSITY - PUEBLO
2013-2014 ACADEMIC YEAR
TUITION RATE SCHEDULE**

	Approved Tuition Rates 2012-13		Proposed Tuition Rates 2013-14	
	Resident	Non-Resident	Resident	Non-Resident
<u>UNDERGRADUATE TUITION</u>				
Student Share per credit hour, 1 - 12 credit hours	\$ 203.91	\$ 613.00	\$ 203.91	\$ 613.00
College Opportunity Fund (COF) Stipend	\$ 62.00	N/A	\$ 64.00	N/A
Published Rate per credit hour, 1 - 12 credit hours	\$ 265.91	\$ 613.00	\$ 267.91	\$ 613.00
13 - 18 Credit Hour Block - Student Share	\$ 100.00	\$ 184.00	\$ 100.00	\$ 184.00
No addition credit hour charge for 19+ credits				
<u>TEACHER EDU. PROG. GRADUATE TUITION</u>				
Published Rate per credit hour, 1 - 12 credit hours	\$ 213.96	\$ 698.61	\$ 213.96	\$ 698.61
Published Rate per credit hour, 13 - 18 credit hours	\$ 100.00	\$ 118.00	\$ 100.00	\$ 118.00
No addition credit hour charge for 19+ credits				
<u>ALL OTHER GRADUATE PROGRAM TUITION</u>				
Published Rate per credit hour, 1 - 12 credit hours	\$ 234.98	\$ 698.61	\$ 234.98	\$ 698.61
Published Rate per credit hour, 13 - 18 credit hours	\$ 100.00	\$ 118.00	\$ 100.00	\$ 118.00
No addition credit hour charge for 19+ credits				
<u>WESTERN UNDERGRADUATE EXCHANGE PROGRAM (WUE)</u> <i>(AK, WA, OR, CA, HI, ID, NV, MT, ND, SD, WY, UT, NM, AZ, CO.)</i> <u>OTHER STATE PROGRAMS (TX, OK, KS, NE, FL) In FY 2010-11 OSP</u> <i>extends to all non WUE states</i>				
Published Rate per credit hour, 1 - 12 credit hours	N/A	\$ 398.87	N/A	\$ 398.87
13 - 18 Credit Hour Block	N/A	\$ 243.00	N/A	\$ 243.00
<u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
Computer Information Science Program	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
Engineering Program	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
Nursing Program	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
<u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 91.00	\$ 91.00	\$ 91.00	\$ 91.00
Computer Information Science Program	\$ 91.00	\$ 91.00	\$ 91.00	\$ 91.00
Engineering Program	\$ 53.00	\$ 53.00	\$ 53.00	\$ 53.00
Nursing Program	\$ 53.00	\$ 53.00	\$ 53.00	\$ 53.00



**COLORADO STATE UNIVERSITY - PUEBLO
2013-2014 ACADEMIC YEAR
CONTINUING EDUCATION TUITION RATE SCHEDULE**

Approved Tuition Rates 2012-13	Proposed Tuition Rates 2013-14
--------------------------------------	--------------------------------------

Face-to-Face Courses authorized by CCHE to receive COF funding:

BS/BA- Colorado Springs

Student Share	\$ 203.91	\$ 203.91
College Opportunity Fund (COF) Stipend	\$ 62.00	\$ 64.00
<hr/>		<hr/>
Published Tuition Rate	\$265.91	\$267.91
Senior to Sophomore, Shared Cost Delivery	\$49.00	\$49.00
Teacher Education Program, Shared Cost Delivery	\$49.00	\$49.00
Independent Study, Shared Cost Delivery	\$99.00	\$99.00
Teacher Education Program, Full Cost Delivery	\$149.00	\$149.00
Independent Study, Full Cost Delivery	\$149.00	\$149.00

FY 2014 Student Fees

Special Course Fee Manual - CSU Only

COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2013-14
ON CAMPUS

	2012-13 Approved Fees	2012-13 Revised Baseline ³	2013-14 Proposed Changes	2013-14 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)					
Associated Students of Colorado State University (ASCSU)	\$35.92	\$36.82	\$0.98	\$37.80	2.7%
Athletics					
Operations	\$98.60	\$98.60	\$4.37	\$102.97	4.4%
Debt Service	\$5.25	\$5.07	\$0.00	\$5.07	0.0%
Campus Recreation					
Student Recreation Center	\$118.53	\$60.88	\$2.53	\$63.41	4.2%
Debt Service	\$0.00	\$56.97	\$0.00	\$56.97	0.0%
Recreational Sports Office	\$15.10	\$16.07	\$0.00	\$16.07	0.0%
CSU Health Network					
Hartshorn Health Service	\$142.00	\$142.43	\$5.57	\$148.00	3.9%
University Counseling Center	\$38.88	\$39.02	\$1.42	\$40.44	3.6%
Lory Student Center					
Operations	\$92.76	\$91.92	\$3.58	\$95.50	3.9%
Facilities Construction/Renovations	\$6.42	\$6.22	\$0.00	\$6.22	0.0%
Association for Student Activity Programming (ASAP)	\$9.21	\$9.21	\$0.00	\$9.21	0.0%
Student Services					
Adult Learner and Veteran Services	\$6.60	\$6.37	\$0.15	\$6.52	2.4%
Career Center	\$27.77	\$26.81	\$1.42	\$28.23	5.3%
Committee for Disabled Student Accessibility	\$0.50	\$0.48	\$0.00	\$0.48	0.0%
Conflict Resolution & Student Conduct Services	\$4.27	\$4.47	\$0.31	\$4.78	6.9%
Interpersonal Violence Response and Safety	\$4.00	\$3.86	\$0.17	\$4.03	4.4%
Off-Campus Life	\$4.36	\$4.21	\$0.91	\$5.12	21.6%
School of the Arts	\$9.85	\$10.10	\$0.82	\$10.92	8.1%
Student Leadership, Involvement & Community Engagement	\$15.85	\$16.18	\$0.28	\$16.46	1.7%
Student Legal Services	\$5.95	\$6.14	\$0.24	\$6.38	3.9%
Subtotal	\$641.82	\$641.83	\$22.75	\$664.58	3.5%
University Technology Fee	\$20.00	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ¹	\$225.00	\$225.00	\$0.00	\$225.00	0.0%
TOTAL FEES FULL-TIME STUDENT	\$886.82	\$886.83	\$22.75	\$909.58	2.6%
PART TIME FEES (five or less credits)					
Associated Students of Colorado State University (ASCSU) ⁴	\$0.00	\$0.00	\$27.05	\$27.05	0.0%
Lory Student Center Operations	\$54.22	\$54.22	\$2.14	\$56.36	3.9%
University Technology Fee	\$20.00	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ²	\$75.00	\$75.00	\$0.00	\$75.00	0.0%
TOTAL FEES PART-TIME STUDENT	\$149.22	\$149.22	\$29.19	\$178.41	19.6%

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ Based on approved change by SFRB using a revenue neutral model to charge summer students fees to support all departments except ASAP and Athletics Operations

⁴ Adding part-time fee

COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2013-14
OFF-CAMPUS

	2012-13 Approved <u>Fees</u>	2013-14 Proposed <u>Changes</u>	2013-14 Proposed <u>Fees</u>	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU) ³	\$25.26	(\$25.26)	\$0.00	-100.0%
Athletics				
Operations	\$23.56	\$0.00	\$23.56	0.0%
Debt Service	\$5.25	\$0.00	\$5.25	0.0%
Campus Recreation				
Student Recreation Center	\$41.74	\$0.00	\$41.74	0.0%
Lory Student Center				
Operations	\$37.46	\$1.48	\$38.94	4.0%
Subtotal	\$133.27	-\$23.78	\$109.49	-17.8%
University Technology Fee	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ¹	\$225.00	\$0.00	\$225.00	0.0%
TOTAL FEES FULL-TIME STUDENT	\$378.27	-\$23.78	\$354.49	-6.3%
PART TIME FEES (five or less credits)				
Lory Student Center				
Operations	\$37.46	\$1.48	\$38.94	4.0%
University Technology Fee	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ²	\$75.00	\$0.00	\$75.00	0.0%
	\$132.46	\$1.48	\$133.94	1.1%
TOTAL FEES PART-TIME STUDENT				

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ No longer charging off-campus students

COLORADO STATE UNIVERSITY
 PROFESSIONAL VETERINARY MEDICINE
 PROPOSED STUDENT FEE SCHEDULE
 PER SEMESTER FOR ACADEMIC YEAR 2013-14

	2012-13 Approved <u>Fees</u>	2013-14 Proposed <u>Changes</u>	2013-14 Proposed <u>Fees</u>	<u>Percent Change</u>
FRESHMEN, SOPHOMORES & JUNIORS				
Student Fees	\$641.82	\$22.75	\$664.57	3.5%
University Technology Fee	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ¹	\$315.00	\$0.00	\$315.00	0.0%
	<hr/>	<hr/>	<hr/>	
PVM FEES Per Semester for FRESHMAN, SOPHOMORES & JUNIORS	\$976.82	\$22.75	\$999.57	2.3%
SENIORS (Per Academic Year):²				
Total Academic Year Student Fees ³	\$1,283.64	\$45.50	\$1,329.14	3.5%
Total Academic Year University Technology Fee ³	\$40.00	\$0.00	\$40.00	0.0%
Total Academic Year University Facilities Fee ⁴	\$630.00	\$0.00	\$630.00	0.0%
	<hr/>	<hr/>	<hr/>	
SENIORS Total Fees per Academic Year	\$1,953.64	\$45.50	\$1,999.14	2.3%
SENIORS (Average Per Semester):²				
Total Academic Year Student Fees ³	\$427.88	\$15.17	\$443.05	3.5%
Total Academic Year University Technology Fee ³	\$13.33	\$0.00	\$13.33	0.0%
Total Academic Year University Facilities Fee ⁴	\$210.00	\$0.00	\$210.00	0.0%
	<hr/>	<hr/>	<hr/>	
PVM SENIORS Total (Average Per Semester) ³	\$651.21	\$15.17	\$666.38	2.3%

¹ Based on 21 credit hours. Actual total charge will vary with the number of credit hours taken.

² Seniors pay the equivalent of 2 semesters full time Student and University Technology fees at the fall/spring rates, split over the three semesters of their senior year, plus the per credit University Facility fee.

³ Academic Year includes two semesters of the approved fees.

⁴ Based on 42 credit hours per academic year. Actual total charge will vary with the number of credit hours

COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
FOR ACADEMIC YEAR 2013-14
SUMMER SESSION ON CAMPUS

	2012-13 Approved <u>Fees</u>	2012-13 Revised <u>Baseline</u> ³	2013-14 Proposed <u>Changes</u>	2013-14 Proposed <u>Fees</u>	Percent <u>Change</u>
FULL TIME FEES (six or more credits)					
Associated Students of Colorado State University (ASCSU)	\$38.81	\$23.93	\$2.53	\$26.46	10.6%
Athletics					
Facilities Debt Service	\$0.00	\$3.30	\$0.00	\$3.30	0.0%
Campus Recreation					
Student Recreation Center	\$62.16	\$38.84	\$1.20	\$40.04	3.1%
Facilities Debt Service	\$0.00	\$38.21	\$0.00	\$38.21	0.0%
Recreational Sports Office	\$27.11	\$10.45	\$0.00	\$10.45	0.0%
CSU Health Network					
Hartshorn Health Service	\$97.00	\$92.58	\$3.62	\$96.20	3.9%
University Counseling Center	\$27.00	\$25.36	\$0.93	\$26.29	3.7%
Lory Student Center					
Operations	\$43.03	\$59.73	\$2.35	\$62.08	3.9%
Facilities Construction/Renovation	\$0.00	\$4.04	\$0.00	\$4.04	0.0%
Student Services					
Adult Learner and Veteran Services	\$0.00	\$4.14	\$0.10	\$4.24	2.4%
Career Center	\$0.00	\$17.43	\$0.92	\$18.35	5.3%
Committee for Disabled Student Accessibility	\$0.00	\$0.31	\$0.00	\$0.31	0.0%
Conflict Resolution & Student Conduct Services	\$6.31	\$2.91	\$0.20	\$3.11	6.9%
Interpersonal Violence Response & Safety	\$0.00	\$2.51	\$0.11	\$2.62	4.4%
Off-Campus Life	\$0.00	\$2.74	\$0.59	\$3.33	21.5%
School of the Arts	\$10.67	\$6.57	\$0.53	\$7.10	8.1%
Student Leadership, Involvement & Community Engagement	\$15.85	\$10.52	\$0.18	\$10.70	1.7%
Student Legal Services	\$7.23	\$3.99	\$0.16	\$4.15	4.0%
Subtotal	\$335.17	\$347.56	\$13.42	\$360.98	3.9%
University Technology Fee	\$20.00	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ¹	\$225.00	\$225.00	\$0.00	\$225.00	0.0%
TOTAL FEES FULL-TIME STUDENT	\$580.17	\$592.56	\$13.42	\$605.98	2.3%
PART TIME FEES (five or less credits)					
Associated Students of Colorado State University (ASCSU) ⁴	\$0.00	\$0.00	\$17.58	\$17.58	0.0%
Lory Student Center Operations	\$34.55	\$34.55	\$1.36	\$35.91	3.9%
University Technology Fee	\$20.00	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ²	\$75.00	\$75.00	\$0.00	\$75.00	0.0%
TOTAL FEES PART-TIME STUDENT	\$129.55	\$129.55	\$18.94	\$148.49	14.6%

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ Based on approved change by SFRB using a revenue neutral model to charge summer students fees to support all departments except ASAP and Athletics Operations

⁴ Adding new fee

COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
FOR ACADEMIC YEAR 2013-14
SUMMER SESSION OFF CAMPUS

	2012-13 Approved <u>Fees</u>	2012-13 Revised <u>Baseline</u> ³	2013-14 Proposed <u>Changes</u>	2013-14 Proposed <u>Fees</u>	Percent <u>Change</u>
FULL TIME FEES (six or more credits)					
ASCSU ⁴	\$22.85	\$22.85	(\$22.85)	\$0.00	100.0%
Campus Recreation					
Student Recreation Center	\$49.71	\$49.71	\$0.00	\$49.71	0.0%
Lory Student Center					
Operations	\$43.03	\$59.73	\$2.35	\$62.08	-3.9%
Facilities Construction/Renovation	<u>\$0.00</u>	<u>\$4.04</u>	<u>\$0.00</u>	<u>\$4.04</u>	0.0%
Subtotal	\$115.59	\$136.33	(\$20.50)	\$115.83	15.0%
University Technology Fee	\$20.00	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ¹	<u>\$225.00</u>	<u>\$225.00</u>	<u>\$0.00</u>	<u>\$225.00</u>	0.0%
TOTAL FEES FULL-TIME STUDENT	\$360.59	\$381.33	(\$20.50)	\$360.83	5.4%
PART TIME FEES (five or less credits)					
Lory Student Center Operations	\$34.55	\$34.55	\$1.36	\$35.91	-3.9%
University Technology Fee	\$20.00	\$20.00	\$0.00	\$20.00	0.0%
University Facility Fee ²	<u>\$75.00</u>	<u>\$75.00</u>	<u>\$0.00</u>	<u>\$75.00</u>	0.0%
TOTAL FEES PART-TIME STUDENT	\$129.55	\$129.55	\$1.36	\$130.91	-1.0%

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ Based on approved change by SFRB using a revenue neutral model to charge summer students fees to support all departments except ASAP and Athletics Operations

⁴ No longer charging off-campus students

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

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

MATTERS FOR ACTION:

Approval of Special Course Fees for FY 2013-2014

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the recommended changes to the special course fees listings on the attached sheets to be effective thirty days from this date, and that notice shall be given as of this date in compliance with the CCHE policy implementing HB94-1362.

EXPLANATION:

Presented by Tony Frank, President

The recommendations for special course fees have been reviewed by the Special Course Fee Committee (which is chaired by the Vice Provost for Undergraduate Affairs) and the Provost and Executive Vice President. New, changed, and discontinued fees are listed on a separate sheet from the comprehensive list of fees, which incorporates these changes. Each proposed fee meets the guidelines established by the Board of Governors. A summary of the proposed course fee requests for FY14 is highlighted below.

There have been 24 proposals for new special course fees, resulting in an estimated revenue increase of \$65,260.

There have been 64 proposals for changes to existing course fees, of which 11 are decreases and 7 are reallocations with no fee changes. The total estimated maximum net impact of changes in existing fees is a revenue increase of \$48,162.

Discontinued course fees (15) will result in an estimated annual reduction in revenue of <\$19,040>.

The net impact of the addition of new course fees, changes in existing fees and fee cancellations is an estimated increase of \$94,382 in revenue.

SPECIAL COURSE FEES - NEW FEES
Fall 2013, Spring 2014, Summer 2014

Course Number	Course Name	Amount	Term
ANEQ 204	Equine Facilities Management	\$ 35.00	SP14
ANEQ 365	Principles of Teaching Therapeutic Riding	\$275.00	SP14
ANEQ 444	Equine Business Management	\$ 50.00	SU14
ANEQ 476	Feedlot Systems	\$ 20.00	FA13
CBE 101	Chemical and Biological Engineering I	\$ 26.56	FA13
CBE 102	Chemical and Biological Engineering II	\$ 59.00	FA13
ERHS 566	Clinical and Forensic Toxicology	\$ 50.00	SP14
HDFS 497	Workshop - HD - Campus Corps	\$ 17.33	FA13
LAND 357	Omnibus Field Studies	\$249.00	SU14
LAND 376	Landscape Design and Visualization	\$427.00	SU14
LAND 454	Landscape Field Studies	\$545.00	SU14
LAND 610	Topics in Garden Design	\$ 29.43	FA13
LAND 640	Major Landscape Change	\$ 29.43	SP14
MECH 231	Engineering Experimentation	\$ 51.84	FA13
MECH 338	Thermosciences Laboratory	\$ 11.86	FA13
MECH 417	Control Systems	\$ 84.50	FA13
NRRT 401	Collaborative Conservation	\$ 22.40	FA13
NRRT 431	Protected Areas, Working Lands and Livelihoods	\$ 44.00	SP14
TH 149	Movement for Actors I*	\$108.00	FA13
TH 163	Costume Construction	\$ 50.00	FA13
TH 186	Practicum	\$ 33.00	FA13
TH 249	Movement for Actors II*	\$100.00	FA13
TH 263	Costume Design I	\$ 15.00	FA13
TH 349	Movement for Actors III*	\$100.00	FA13

SPECIAL COURSE FEES - FEE CHANGES
Fall 2013, Spring 2014, Summer 2014

Course Number	Course Name	Previous Amount	New Amount	Term	
AN EQ	312	Animal Ultrasonography	\$125.00	\$200.00	FA13
AN EQ	346	Equine Disease Management	\$ 15.00	\$ 34.00	FA13
AN EQ	358	Equine Event and Sales Management	\$100.00	\$ 80.00	SP14
AN EQ	510	Bovine Reproduction Management	\$180.00	\$230.00	FA13
ART	230	Photo Image Making I	\$ 30.00	\$ 45.00	FA13
ART	330	Photo Image Making II	\$ 55.00	\$ 70.00	FA13
ART	331	Photo Image Making III	\$ 65.00	\$ 75.00	SP14
ART	430	Advanced Photo Image Making I	\$ 45.00	\$ 60.00	FA13
ART	431	Advanced Photo Image Making II	\$ 45.00	\$ 60.00	FA13
BMS	301	Human Gross Anatomy	\$ 81.47	\$ 94.30	FA13
BMS	305	Domestic Animal Gross Anatomy	\$ 42.67	\$ 55.50	SP14
BMS	531	Domestic Animal Gross Anatomy	\$ 42.67	\$ 55.50	SP14
BMS	575	Human Gross Anatomy	\$ 81.47	\$ 94.30	FA13
BZ	111	Animal Biology Lab.	\$ 14.00	\$ 15.00	FA13
CBE	333	Mass Transfer and Separation Laboratory I	\$ 37.78	\$ 95.69	FA13
CBE	443	Mass Transfer and Separation Laboratory II	\$ 85.30	\$203.44	FA13
D	120A - 421B	Dance Tech I-VIII Ballet Modern	\$ 20.00 per credit	\$35.00 per credit	FA13
FW	375	Field Wildlife Studies	\$192.00- 257.00	\$227.00- 292.00	FA13
FW	469	Conservation and Management of Large Animals	\$150.00	\$295.00	FA13
FW	477	Wildlife Habitat Use and Management	\$ 52.50	\$ 57.00	FA13
FW	465	Managing Human and Wildlife Conflicts	\$ 50.00	\$ 50.00	FA13
FW	677	Wildlife Habitat Use and Management	\$ 52.50	\$ 57.00	FA13
GEOL	121	Intro to Geology Lab	\$ 15.00	\$ 15.00	FA13
GEOL	332	Optical Mineralogy	\$ 25.00	\$ 48.00	FA13
GEOL	366	Sedimentary, Petrology & Geochemistry	\$ 20.00	\$ 20.00	FA13
GEOL	372	Structural Geology	\$ 40.00	\$ 31.00	FA13
HORT	221	Landscape Plants	\$ 21.00	\$ 21.00	FA13
HORT	310	Greenhouse Management	\$ 28.75	\$ 21.00	SP14
HORT	321	Nursery Production and Management	\$ 49.00	\$ 55.00	FA13
HORT	322	Herbaceous Plants	\$ 43.15	\$ 35.00	FA13
HORT	341	Turfgrass Management	\$ 6.00	\$ 5.30	FA13
LAND	220	Fundamentals of Ecology	\$ 5.00	\$ 3.00	FA13
LIFE	102	Attributes of Living Systems	\$ 15.85	\$ 15.85	FA13
LIFE	103	Biology of Organisms	\$ 16.00	\$ 17.00	FA13
LIFE	220	Fundamentals of Ecology	\$ 5.00	\$ 3.00	FA13
NSCI	619	Physics for Science Educators	\$ 95.33	\$105.33	FA13
NSCI	620	Chemistry for Science Educators	\$113.35	\$130.33	FA13
NSCI	630	Spectroscopy for Science Educators	\$ 88.76	\$105.76	FA13
NSCI	650	Energy & Environmental Biology for Science Educators	\$130.20	\$140.20	FA13
OT	686 A-E	OT Practicum	\$ 21.25- 109.00	\$ 21.25- 91.25	FA13

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

PSY	488	Field Placement	\$ 25.00	\$ 15.00	FA13
RS	432	Range Measurements/ Range Ecosystem	\$ 65.00	\$ 51.00	FA13
RS	532	Range Measurements/ Range Ecosystem	\$ 65.00	\$ 51.00	FA13
SOCR	320	Forage and Pasture Management	\$ 9.93	\$ 14.28	SP14
SOCR	377	Precision Agriculture	\$ 95.00	\$119.00	FA13
SOCR	577	Precision Agriculture	\$ 95.00	\$119.00	FA13
TH	160	Intro to Production Design	\$ 13.00	\$ 18.00	FA13
TH	267	Scenic Painting	\$200.00	\$200.00	FA13
TH	269	Theatrical Makeup Design I	\$ 19.75	\$ 19.75	FA13
TH	450	Professional Actor Preparation I	\$ 53.67	\$153.67	FA13
WR	575	Snow Hydrology Field Methods	\$130.00	\$130.00- 150.00	FA13

SPECIAL COURSE FEES – DISCONTINUED FEES

Course Number **Course Name** **Amount** **Term**

CON	352	Metal Fabrication	\$ 35.00	FA13
HORT	412	Floriculture Crops	\$25.00	FA13
IU	193	Heart Disease Prevention	\$65.50	FA13
LAND	444	Ecology of Landscapes	\$73.67	FA13
MIP	335	Food Microbiology Lab	\$30.00	FA13
MIP	343	Immunology Lab	\$30.00	FA13
MIP	352	Bacteriology Lab	\$ 30.00	FA13
MIP	425	Virology Lab	\$ 30.00	FA13
MIP	462	Parasitology and Vector Biology	\$ 30.00	FA13
MIP	550	Microbial and Molecular Genetics Lab	\$ 50.00	FA13
OT	611	Reflective and Evidence Based Practice	\$39.00	FA13
TH	150	Introduction to Performance	\$13.00	FA13
TH	192	Page to Stage - Freshman	\$71.18	FA13
TH	241	Analyzing Texts for Performance	\$40.30	FA13
TH	342	Contemporary Plays in Production	\$40.30	FA13

**SPECIAL COURSE FEES
COMPREHENSIVE LIST**
Effective Fall 2013, Spring 2014, Summer 2014

<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
AM 143	Introduction to Apparel Design	\$104.71
AM 240	Computer-Aided Apparel Design	\$23.00
AM 241	Apparel Production	\$41.60
AM 341	Computer-Aided Apparel Production	\$16.59
AM 345	Draping Design	\$47.52
AM 375	Production Design and Development	\$45.17-56.47
AM 421	Textile Analysis	\$40.81
AM 446	Apparel Design and Production	\$204.90
AM 546	Theoretical Apparel Design Solutions	\$204.90
ANEQ 102	Introduction to Equine Science	\$30.00
ANEQ 201A	Preparation of Horses for Competition-Western	\$750.00
ANEQ 201B	Preparation of Horses for Competition-English	\$750.00
ANEQ 202	Safety in Horse Handling	\$156.00
ANEQ 203	Equine Management	\$305.00
ANEQ 204	Equine Facilities Management	\$35.00
ANEQ 249	Trail Riding Industry	\$450.00
ANEQ 250	Live Animal and Carcass Evaluation	\$65.00
ANEQ 286	Livestock Practicum	\$33.67
ANEQ 300R	Calving and Calf Care	\$50.00
ANEQ 312	Animal Ultrasonography	\$200.00
ANEQ 320	Principles of Animal Nutrition	\$40.00
ANEQ 325	Equine Exercise Physiology	\$58.00
ANEQ 340	Horse Training and Sale Preparation I	\$550.00
ANEQ 341	Horse Training and Sale Preparation II	\$550.00
ANEQ 344	Principles of Equine Reproduction	\$25.00
ANEQ 346	Equine Disease Management	\$34.00
ANEQ 349	Packing and Outfitting	\$450.00
ANEQ 351	Techniques in Therapeutic Riding	\$250.00
ANEQ 358	Equine Sales Management I	\$80.00
ANEQ 365	Principles of Teaching Therapeutic Riding	\$275.00
ANEQ 386B	Equine Practicum-Equine Reproductive Management	\$125.00
ANEQ 386C	Equine Farrier Practicum	\$15.00
ANEQ 442	Riding Instructor Training	\$75.00
ANEQ 444	Equine Business Management	\$50.00
ANEQ 445	Foaling Management	\$25.00
ANEQ 470	Meat Systems	\$70.00
ANEQ 474	Swine Systems	\$62.50
ANEQ 476	Feedlot Systems	\$20.00
ANEQ 478	Beef Systems	\$45.00
ANEQ 510	Bovine Reproductive Management	\$230.00
ANEQ 550A	Basic Research Surgery-Farm Animal	\$399.43
ANEQ 550B	Basic Research Surgery-Rodent	\$136.96
ANEQ 551	Field Necropsy	\$154.39
ANEQ 676	Molecular Approaches in Food Safety	\$100.00
ANTH 121	Human Origins and Variation Laboratory	\$6.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

ANTH 460	Field Class in Archaeology	\$1,175.00
ANTH 470	Paleontology Field School	\$727.20
ANTH 660	Field Archaeology	\$1,175.00
AREC 412	Agricultural Commodities Marketing	\$25.00
ART 136	Introduction to Figure Drawing	\$30.00
ART 160	Two-Dimensional Visual Fundamentals	\$7.00
ART 230	Photo Image Making I	\$45.00
ART 235	Intermediate Drawing I	\$20.00
ART 240	Pottery I	\$50.00
ART 245	Metalsmithing and Jewelry I	\$50.00
ART 250	Fibers I	\$35.00
ART 255	Introduction to Graphic Design	\$15.00
ART 260	Painting I	\$10.00
ART 265	Printmaking I-Intaglio and Relief	\$75.00
ART 270	Sculpture I	\$50.00
ART 295C	Independent Study-Sculpture	\$12.00/credit
ART 295E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 326	Art Education Studio	\$35.00
ART 330	Photo Image Making II	\$70.00
ART 331	Photo Image Making III	\$75.00
ART 335	Intermediate Drawing II	\$20.00
ART 336	Intermediate Drawing III	\$20.00
ART 340	Pottery II	\$70.00
ART 341	Pottery III	\$80.00
ART 345	Metalsmithing and Jewelry II	\$60.00
ART 346	Metalsmithing and Jewelry III	\$65.00
ART 350	Fibers II	\$70.00
ART 351	Fibers III	\$50.00
ART 355	Typography and Design Systems	\$15.00
ART 356	Illustration	\$15.00
ART 360	Painting II	\$15.00
ART 361	Painting III	\$40.00
ART 365	Printmaking II-Lithography	\$85.00
ART 366	Printmaking III-Studio Workshop	\$85.00
ART 370	Sculpture II	\$70.00
ART 371	Sculpture III	\$75.00
ART 375	Figure Modeling and Drawing	\$75.00
ART 430	Advanced Photo Image Making I	\$60.00
ART 431	Advanced Photo Image Making II	\$60.00
ART 435	Advanced Drawing I	\$20.00
ART 436	Advanced Drawing II	\$20.00
ART 440	Pottery IV	\$80.00
ART 441	Pottery V	\$80.00
ART 445	Metalsmithing and Jewelry IV	\$60.00
ART 446	Metalsmithing and Jewelry V	\$60.00
ART 450	Fibers IV	\$25.00
ART 451	Fibers V	\$25.00
ART 455	Advanced Typography and Design Systems	\$15.00
ART 456	Advanced Illustration	\$15.00
ART 460	Advanced Painting I	\$15.00
ART 461	Advanced Painting II	\$15.00
ART 465	Printmaking IV-Studio Workshop	\$85.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

ART 466	Printmaking V-Studio Workshop	\$85.00
ART 470	Sculpture IV	\$55.00
ART 471	Sculpture V	\$55.00
ART 495B	Independent Study-Printmaking	\$25.00/credit
ART 495C	Independent Study-Sculpture	\$13.00/credit
ART 495D	Independent Study-Fibers	\$ 8.00-\$25.00
ART 495E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 495J	Independent Study-Pottery	\$23.00/credit
ART 495K	Independent Study-Photo Image Making	\$ 5.00/credit
ART 496B	Group Study-Printmaking	\$25.00/credit
ART 496C	Group Study-Sculpture	\$13.00/credit
ART 496D	Group Study-Fibers	\$ 8.00-\$25.00
ART 496E	Group Study-Metalsmithing and Jewelry	\$18.75/credit
ART 496J	Group Study-Pottery	\$23.00/credit
ART 496K	Group Study-Photo Image Making	\$28.00
ART 575B	Studio Problems-Printmaking	\$20.00/credit
ART 575C	Studio Problems-Sculpture	\$13.00/credit
ART 575D	Studio Problems-Fibers	\$ 8.00-\$25.00
ART 575E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 675B	Studio Problems-Printmaking	\$20.00/credit
ART 675C	Studio Problems-Sculpture	\$13.00/credit
ART 675D	Studio Problems-Fibers	\$ 8.00-\$25.00
ART 675E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 695B	Independent Study-Printmaking	\$20.00/credit
ART 695C	Independent Study-Sculpture	\$13.00/credit
ART 695D	Independent Study-Fibers	\$ 8.00-\$25.00
ART 695E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 699B	Thesis-Printmaking	\$20.00/credit
ART 699C	Thesis-Sculpture	\$13.00/credit
ART 699D	Thesis-Fibers	\$ 8.00-\$25.00
ART 699E	Thesis-Metalsmithing and Jewelry	\$18.75/credit
BC 404	Comprehensive Biochemistry Laboratory	\$50.00
BIOM 525	Cell and Tissue Engineering	\$66.67
BIOM 533	Molecular Tools for Engineers	\$66.33
BMS 301	Human Gross Anatomy	\$94.30
BMS 302	Laboratory in Principles of Physiology	\$12.00
BMS 305	Domestic Animal Gross Anatomy	\$55.50
BMS 345	Functional Neuroanatomy	\$33.50
BMS 531	Domestic Animal Dissection	\$55.50
BMS 545	Neuroanatomy	\$33.50
BMS 575	Human Anatomy Dissection	\$94.30
BSPM 303A	Entomology Laboratory – General	\$26.42
BSPM 361	Elements of Plant Pathology	\$15.00
BSPM 365	Integrated Tree Health Management	\$11.00
BSPM 445	Aquatic Insects	\$79.64
BSPM 462	Parasitology and Vector Biology	\$30.00
BZ 105	Basic Concepts of Plant Life Laboratory	\$5.00
BZ 111	Animal Biology Laboratory	\$15.00
BZ 120	Principles of Plant Biology	\$5.00
BZ 212	Animal Biology-Invertebrates	\$15.00
BZ 214	Animal Biology-Vertebrates	\$32.21
BZ 311	Developmental Biology	\$19.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

BZ 310	Cell Biology	\$25.00
BZ 330	Mammology	\$13.00
BZ 335	Ornithology	\$15.00
BZ 462	Parasitology and Vector Biology	\$30.00
BZ 472	Stream Biology and Ecology Laboratory	\$13.00
BZ 474	Limnology	\$13.00
CBE 101	Chemical and Biological Engineering I	\$26.56
CBE 102	Chemical and Biological Engineering II	\$59.00
CBE 333	Momentum and Heat Transfer Laboratory	\$95.69
CBE 443	Mass transfer and Separation Laboratory	\$203.44
CHEM 104	Chemistry in Context Laboratory	\$6.00
CHEM 108	Fundamentals of Chemistry Laboratory	\$6.00
CHEM 112	General Chemistry Laboratory I	\$10.00
CHEM 114	General Chemistry Laboratory II	\$7.00
CHEM 246	Fundamentals of Organic Chemistry Laboratory	\$30.00
CHEM 334	Quantitative Analysis Laboratory-Biological	\$50.00
CHEM 344	Modern Organic Chemistry Laboratory	\$42.50
CHEM 345	Organic Chemistry I	\$23.34
CHEM 346	Organic Chemistry II	\$33.49
CHEM 431	Instrumental Analysis	\$50.00
CHEM 433	Clinical Chemistry	\$42.67
CHEM 440	Advanced Organic Chemistry Laboratory	\$106.00
CHEM 462	Inorganic Chemistry Laboratory	\$103.00
CHEM 475	Physical Chemistry Laboratory I	\$50.00
CHEM 477	Physical Chemistry Laboratory II	\$50.00
CIVE 534	Applied and Environmental Molecular Biology	\$75.00
D 120A-B	Dance Techniques I (Modern and Ballet)	\$35.00/credit
D 121A-B	Dance Techniques II (Modern and Ballet)	\$35.00/credit
D 220A-B	Dance Techniques III (Modern and Ballet)	\$35.00/credit
D 221A-B	Dance Techniques IV (Modern and Ballet)	\$35.00/credit
D 320A-B	Dance Techniques V (Modern and Ballet)	\$35.00/credit
D 321A-B	Dance Techniques VI (Modern and Ballet)	\$35.00/credit
D 420B	Dance Techniques VII-Ballet	\$35.00/credit
D 421B	Dance Techniques VIII-Ballet	\$35.00/credit
DM 400	U S Travel – New York City	\$900 - \$1915
DM 542	Advanced Computer-Aided Textile Design	\$291.69-462.69 \$25.00
ECE 102	Digital Circuit Logic	\$30.00
ECE 103	DC Circuit Analysis	\$30.00
ECE 202	Circuit Theory Applications	\$25.00
ECE 251	Introduction to Microprocessors	\$30.00
ECE 331	Electronics Principles I	\$30.00
ECE 332	Electronic Principles II	\$40.00
ECE 401	Senior Design Project I	\$60.00
ECE 402	Senior Design Project II	\$66.33
ECE 533	Biomolecular Tools for Engineers	\$36.75
EDCO 656	Tests and Assessment	
EDCT 485	Student Teaching	\$80.00
EDUC 475	Elementary School Music Methods II	\$35.00
EDUC 476	Choral Methods for Secondary Schools	\$35.00
EDUC 477	Instrumental Methods for Secondary Schools	\$35.00
EDUC 485B	Student Teaching-Secondary	\$80.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

EDUC 485C	Student Teaching-Early Childhood	\$80.00
ERHS 230	Environmental Health Field Methods	\$75.00
ERHS 547	Equipment and Instrumentation	\$50.00
ERHS 566	Clinical and Forensic Toxicology	\$50.00
ERHS 567	Cell and Molecular Toxicology Technique	\$60.00
ETST 208	Native American Art and Material Culture	\$16.00
F 321	Forest Biometry	\$19.50
F 331	Wood Products in Society	\$16.00
F 421	Forest Stand Management	\$35.00
F 424	Wildland Fire Behavior and Management	\$33.00
F 430	Forestry Field Practices	\$135.00
FSHN 301	Food Principles and Applications Laboratory	\$45.00
FSHN 450	Medical Nutrition Therapy	\$35.00
FW 111	Basic Outdoor Skills	\$250.00
FW 204	Introduction to Fishery Biology	\$65.00
FW 301	Ichthyology Laboratory	\$18.50
FW 375	Field Wildlife Studies	\$227.00-292.00
FW 400	Conservation of Fish in Aquatic Ecosystems	\$45.00
FW 401	Fishery Science	\$15.00
FW 402	Fish Culture	\$55.00
FW 405	Fish Physiology	\$35.00
FW 465	Managing Human-Wildlife Conflicts	\$50.00
FW 469	Conservation in Management of Large Mammals	\$295.00
FW 471	Wildlife Data Collection and Analysis	\$68.92
FW 477	Habitat for Wildlife	\$57.00
FW 605	Advanced Physiological Ecology of Fishes	\$35.00
FW 677	Wildlife Habitat Management	\$57.00
GEOL 121	Introductory Geology Laboratory	\$15.00
GEOL 150	Physical Geology for Scientists and Engineers	\$23.00
GEOL 154	Historical and Analytical Geology	\$25.00
GEOL 232	Mineralogy	\$45.00
GEOL 332	Optical Mineralogy	\$48.00
GEOL 344	Stratigraphy and Sedimentology	\$65.00
GEOL 364	Igneous and Metamorphic Petrology	\$20.00
GEOL 366	Sedimentary Petrology and Geochemistry	\$20.00
GEOL 372	Structural Geology	\$31.00
GEOL 376	Geologic Field Methods	\$82.00
GEOL 401	Geology of the Rocky Mountain Region	\$140.00
GEOL 436	Geology Summer Field Course (An additional \$100.00 may be assessed for equipment loss)	\$1,100.00
GEOL 447	Mineral Deposits	\$25.00
GEOL 452	Hydrogeology	\$25.00
GEOL 454	Geomorphology	\$30.00
GEOL 492	Seminar	\$100.00-\$120.00
GEOL 546	Sedimentary Basin Analysis	\$72.00
GEOL 652	Fluvial Geomorphology	\$23.50
GEOL 672	Advanced Structural Geology	\$45.00
HDFS 497	Workshop - Campus Corps	\$17.33
HDFS 500	Issues in Human Development and Family	\$35.00
HDFS 520	Family Therapy Practice – Treatment Planning	\$42.81

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

HDFS 521	Family Therapy Practice – Common Factors	\$42.81
HDFS 620	Family Therapy Practice – Addictions	\$42.81
HDFS 621	Family Therapy Practice –Topics in Sexuality	\$42.81
HES 100L	Beginning Physical Education-Golf	\$72.00
HES 100P	Beginning Physical Education-Ice Skating	\$95.00
HES 101E	Intermediate Physical Education-Golf	\$72.00
HES 101J	Intermediate Physical Education-Ice Skating	\$95.00
HES 106	Scuba Diving	\$115.00
HES 240	First Aid and Emergency Care	\$23.50
HES 403	Physiology of Exercise	\$7.00
HES 405	Exercise Testing Instrumentation	\$6.00
HES 420	Electrocardiography and Exercise Management	\$20.00
HES 520	Advanced Exercise Testing and Prescription	\$20.00
HIST 363	Colorado History	\$8.57
HIST 365	American West Field Study	\$116.49
HORT 100	Horticultural Science	\$12.00
HORT 221	Landscape Plants	\$21.00
HORT 232	Principles of Landscape Design	\$27.50
HORT 260	Plant Propagation	\$26.00
HORT 310	Greenhouse Management	\$21.00
HORT 321	Nursery Production and Management	\$55.00
HORT 322	Herbaceous Plants	\$35.00
HORT 335	Landscape Structures	\$23.70
HORT 336	Landscape Grading and Drainage Studio	\$10.00
HORT 341	Turfgrass Management	\$5.30
HORT 344	Organic Greenhouse Management	\$51.00
HORT 345	Diagnosis and Treatment in Organic Fields	\$50.00
HORT 431	Planting Design Studio	\$18.00
HORT 432	Intensive Landscape Design Studio	\$11.88
HORT450A-D	Horticulture Food Crops	\$16.00/subtopic
HORT 465	Landscape Estimating	\$6.88
INTD 330	Lighting Design	\$11.84
INTD 476	Interior Design Project	\$176.00
IU 193	Freshman Seminar (Competitive Spirit of Construction)	\$30.00
JTC 211	Computer-Mediated Visual Communication	\$150.00
JTC 335	Digital Photojournalism	\$60.00
JTC 340	Videotape Editing	\$85.00
JTC 341	Broadcast News	\$30.00
JTC 343	Advanced Television News Production	\$25.00
JTC 345	Electronic Field Production	\$85.00
JTC 435	Documentary Video Production	\$85.00
JTC 440	Advanced Electronic Media Production	\$60.00
JTC 544	Corporate and Institutional Media Production	\$30.00
LAND 220	Fundamentals of Ecology	\$3.00
LAND 240	Fundamentals of Landscape Design Process	\$30.80
LAND 241	Environmental Analysis	\$18.33
LAND 357	Omnibus Field Studies	\$249.00
LAND 360	Basic Landscape Design and Construction	\$50.00
LAND 361	Digital Methods	\$12.00
LAND 362	Form and Expression in Garden Design	\$22.00
LAND 363	Advanced Landscape Site Engineering	\$23.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

LAND 364	Design and Nature	\$52.63
LAND 366	Landscape Design	\$32.00
LAND 376	Landscape Design and Visualization	\$427.00
LAND 446	Urban Design	\$32.74
LAND 454	Landscape Field Studies	\$545.00
LAND 610	Topics in Garden Design	\$29.43
LAND 640	Major Landscape Change	\$29.43
LIFE 102	Attributes of Living Systems	\$15.85
LIFE 103	Biology of Organisms-Animals and Plants	\$17.00
LIFE 203	Introductory Genetics Laboratory	\$40.00
LIFE 206	Microbial Biology Laboratory	\$20.00
LIFE 212	Introductory Cell Biology Laboratory	\$25.00
LIFE 220	Fundamentals of Ecology	\$3.00
MECH 200	Introduction to Manufacturing Processes	\$55.00
MECH 202	Engineering Design II	\$33.00
MECH 231	Engineering Experimentation	\$51.84
MECH 307	Mechatronics and Measurement Systems	\$73.60
MECH 324	Dynamics of Machines	\$15.25
MECH 331	Introduction to Engineering Materials	\$15.25
MECH 338	Thermosciences Laboratory	\$11.86
MECH 417	Control Systems	\$84.50
MECH 486a	Engineering Design Practicum I	\$36.00
MECH 486b	Engineering Design Practicum II	\$80.00
MECH 525	Cell and Tissue Engineering	\$66.67
MIP 301	Fundamental Microbiology Laboratory Techniques	\$20.00
MIP 302	General Microbiology Laboratory	\$20.00
MU 100	Music Appreciation	\$15.00
MU 111	Music Theory Fundamentals	\$15.00
MU 117	Music Theory I	\$35.00
MU 118	Music Theory II	\$35.00
MU 150	Piano Class I	\$35.00
MU 151	Piano Class II	\$35.00
MU 152	Piano Class III	\$35.00
MU 153	Piano Class IV	\$35.00
MU 155	Guitar Class I	\$35.00
MU 156	Guitar Class II	\$35.00
MU 157	Voice Class I	\$35.00
MU 158	Voice Class II	\$35.00
MU 172	Freshman Voice Studio	\$100.00
MU 201	Men's Chorus	\$35.00
MU 202	University Chorus	\$35.00
MU 204	Marching Band	\$35.00
MU 217	Music Theory III	\$35.00
MU 218	Music Theory IV	\$35.00
MU 241	Introduction to Music Therapy	\$35.00
MU 250	Music Therapy Practice	\$35.00
MU 251	Voice Techniques	\$35.00
MU 252A-G	Instrumental Techniques	\$35.00
MU 272 A-V	Applied Music Instruction	\$100.00
MU 286	Practicum-Music Education	\$35.00
MU300	Women's Chorus	\$35.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

MU 302	University Orchestra	\$35.00
MU 304	Symphonic Band	\$35.00
MU 305	Colorado State University Concert Choir	\$35.00
MU 309	Jazz Ensemble	\$35.00
MU 310	Jazz Combo	\$35.00
MU 311	Counterpoint I	\$35.00
MU 400	Colorado State University Chamber Choir	\$35.00
MU 401	Opera Theater	\$35.00
MU 402	Theatre/Chamber Orchestra	\$35.00
MU 404	Symphonic Wind Ensemble	\$35.00
MU 407	Accompanying	\$35.00
MU 408	Chamber Music	\$35.00
MU 411	Orchestration	\$35.00
MU 420	Marching Band Techniques	\$35.00
MU 440	Music Therapy Methods I	\$35.00
MU 443	Music Therapy Methods II	\$35.00
MU 444	Music Therapy Methods III	\$35.00
MU 445	Improvisation Techniques in Music Therapy	\$35.00
MU 472 A-V	Applied Music Instruction	\$100.00
MU 486A-B	Practicum	\$35.00
MU517	Analytic Techniques I	\$35.00
MU518	Analytic Techniques II	\$35.00
MU 672 A-V	Applied Music Instruction	\$100.00
MU 686	Music Therapy Practicum	\$35.00
NR 220	Natural Resources Ecology and Measurements	\$40.00
NR 420	Integrated Ecosystem Management	\$6.75
NR 460	Wilderness Management	\$23.00
NR 479	Restoration Case Studies	\$350.00
NRRT 331	Management of Parks and Protected Areas	\$21.50
NRRT 350	Wilderness Leadership	\$47.00
NRRT 351	Wilderness Instructors	\$109.00
NRRT 401	Collaborative Conservation	\$22.40
NRRT 431	Protected Areas, Working Land and Livelihoods	\$44.00
NRRT 473	Ski Area Management	\$160.00
NSCI 619	Physics for Science Educators	\$105.33
NSCI 620	Chemistry for Science Educators	\$130.33
NSCI 630	Spectroscopy for Science Educators	\$105.76
NSCI 650	Energy & Environmental Biology for Science Educators	\$140.20
OT 610	Professional Decision Making	\$17.00
OT 621	Occupation Performance – Infancy-Child	\$21.25-\$109.00
OT 660	Occupational Performance–Adult to Old Age II	\$17.00
OT 634	Neurobehavioral	\$21.25-137.00
OT 686A-E	OT Practicum I-OT Practice/Seminar	\$21.25- \$91.25/subtopic
	Fieldwork I	\$10.00-54.00
OT 687A-H	Fieldwork IIA	/subtopic
OT 688A-T	Fieldwork IIB	\$10.00-75.00 /subtopic
POLS 486A	Practicum-Legislative Politics	\$280.00
PSY 488	Field Placement	\$15.00
RRM 415	Catering Techniques and Culinary Arts	\$45.00

Board of Governors of the
Colorado State University System
Meeting Date: May 2, 2013

Action Item

RRM 492	Seminar on Restaurant and Resort Management	\$35.00
RS 432	Range Measurements	\$51.00
RS 532	Range Ecosystem Sampling	\$51.00
SOCR 320	Forage and Pasture Management	\$14.28
SOCR 342	Organic Soil Fertility	\$18.00
SOCR 343	Composting Principles and Practices	\$23.58
SOCR 345	Diagnosis and Treatment in Organic Fields	\$50.00
SOCR 351	Soil Fertility Laboratory	\$14.49
SOCR 377	Geographic Information Systems in Agriculture	\$119.00
SOCR 421	Crop and Soil Management Systems II	\$25.00
SOCR 440	Pedology	\$80.00
SOCR 577	Principles/Components: Precision Agriculture	\$119.00
TH 141	Introduction to Theatre	\$43.36
TH 149	Movement for Actors I	\$108.00
TH 160	Introduction to Production Design	\$18.00
TH 161	Technical Theatre: Stagecraft	\$50.00
TH 163	Costume Construction	\$50.00
TH 186	Practicum	\$33.00
TH 249	Movement for Actors II	\$100.00
TH 261	Drawing and Rendering for the Theatre	\$14.41
TH 263	Costume Design I	\$15.00
TH 264	Lighting Fundamentals	\$25.00
TH 265	Scenic Design: Fundamentals	\$11.50
TH 266	Sound Design for the Theatre	\$100.00
TH 267	Scenic Painting	\$200.00
TH 269	Theatrical Makeup Design I	\$19.75
TH 349	Movement for Actors III	\$100.00
TH 400	Production Studio Workshop	\$10.00
TH 450	Professional Actor Preparation	\$153.67
TH 467	Advanced Scenic Painting	\$200.00
WR 406	Seasonal Snow Environments	\$135.00
WR 417	Watershed Measurements	\$30.00
WR 419	Water Quality Laboratory for Wildland Managers	\$110.00
WR 420	Watershed Field Practicum	\$120.00-\$140.00
WR 575	Snow Hydrology Field Methods	\$130.00-150.00



2013-2014 Academic Year Mandatory Student Fee Rate Schedule

	FY2012-13	Changes in fees approved by Student Fee Governing Board and Associated Students' Government Senate	FY2013-14
MANDATORY STUDENT FEES*	Fee Amount per Credit Hour		Fee Amount per Credit Hour
<u>Student Facility Fee</u> funds renovation and construction of auxiliary, student life, and possibly, instruction facilities on campus, including debt service for construction projects.	\$ 23.00	\$ -	\$ 23.00
<u>Student Athletics Fee</u> contributes to Athletics Program scholarships and operating costs.	\$ 9.95	\$ -	\$ 9.95
<u>Student Affairs Fee</u> funding for student life initiatives.	\$ 9.50	\$ -	\$ 9.50
<u>Student Recreation Center Operations Fee</u> funds operating costs of the Student Recreation Center and student recreational extra-curricular activities including intramural and club sports and the Outdoor Pursuits Program.	\$ 6.25	\$ -	\$ 6.25
<u>Technology Fee</u> supports campus-wide network, public computing lab support, and grant-proposal-based special projects that improve local instructional technology and student access to technology resources.	\$ 5.75	\$ -	\$ 5.75
<u>Student Health Fee</u> contributes to Student Health Center and Counseling Center operating costs.	\$ 4.85	\$ -	\$ 4.85
<u>Student Center Fee</u> contributes to the student services component of Occhiato University Center operating costs.	\$ 1.50	\$ -	\$ 1.50
<u>Child Care Center - Discount Program</u> funds discounting of child care services cost for students.	\$ 0.30	\$ -	\$ 0.30
TOTAL FEE AMOUNT PER CREDIT HOUR	\$ 61.10	\$ -	\$ 61.10
Increase		0.0%	

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



S = per student / CH = per credit	Approved Fees for FY13			Proposed Fees for FY14			Net Cost Change FY13 to FY14
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
ART							
Studio Fee (applies to courses 115, 116, 141, 233, 234, 247, 276, 281, 333, 334, 347, 381, 397*, 433, 434, 447, 481, 482, 497*)	\$25.00/S	\$ -	\$ -	\$25.00/S	\$ -	\$ -	\$ -
Studio Fee (Applies to Course 547)	\$25.00/S			\$25.00/S			
Studio Fee (242, 342, 442)	\$50.00/S	\$ -	\$ -	\$50.00/S	\$ -	\$ -	\$ -
Printmaking Fee (270, 370, 470)	\$45.00/S	\$ -	\$ -	\$45.00/S	\$ -	\$ -	
Digital Art (274)	\$25.00/S	\$ -	\$ -	\$25.00/S	\$ -	\$ -	\$ -
Sculpture /Public Art (533)	\$25.00/S			\$25.00/S			
Graduate Printmaking (570)	\$45.00/S			\$45.00/S			
Graduate Drawing (542)	\$50.00/S			\$50.00/S			
* Art Studio and History Courses (all courses except 100)		\$2.00/CH	\$ -		\$2.00/CH	\$ -	\$ -
* Waiver is requested							
COMPUTER INFORMATION SYSTEMS							
CIS Program Fee (100, 103, 104, 105, 150, 171, 185, 240, 271, 289, 290, 291, 298, 311, 315, 350, 356, 359, 360, 401, 402, 411, 432, 450, 461, 462, 481, 482, 490, 491, 493, 498, 532, 550, 560, 561, 562, 581, 582, 591)		\$5.00/CH			\$5.00/CH		\$ -
ENGLISH COMPOSITION (101 THRU 102)							
Developmental Writing Skills (099)	\$15.00/S			\$15.00/S			\$ -
EXERCISE / HEALTH							
EXPR Low Cost Field Trips (Rec 360, Rec 560, Rec 569, Rec 270)		\$30.00/CH			\$30.00/CH		\$ -
EXPR Medium Cost Field Trips (EXHP 117L, EXHP 106L, EXHP 114L)		\$55.00/CH			\$55.00/CH		\$ -
EXPR High Cost Field Trips (EXHP 112L, EXHP 105L, EXHP 205L, EXHP 113L, Rec 322)		\$100.00/CH			\$100.00/CH		\$ -
Water Safety Instructor Certification (276L)	\$30.00/S	\$ -	\$ -	\$30.00/S	\$ -	\$ -	\$ -
ATHLETIC TRAINING							
CPR/AED for the Professional Rescuer (231, 233)	\$30.00/S	\$ -	\$ -	\$30.00/S	\$ -	\$ -	\$ -
AT 379 Athletic Training Practicum II	\$75.00/S			\$75.00/S			\$ -
AT Taping and Prevention Equipment Program (AT 260, 279)		\$15.00/CH			\$15.00/CH		\$ -
Athletic Training Field Experience (419)	\$60.00/S	\$ -	\$ -	\$60.00/S	\$ -	\$ -	\$ -

S = per student / CH = per credit	Approved Fees for FY13			Proposed Fees for FY14			Net Cost Change FY13 to FY14
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
MUSIC							
Music Applied Brass Course (170,172,173,174,270,272,273,274,370,372,373,374,390,392,393,394,460,462,463,464,480,482,483,484, 573)							
Music Applied Guitar Courses (130,178,179,278,279,378,379,398,399,468,469,488,489)							
Percussion Program (175, 275, 375, 395, 465, 485, 572)							
Music Applied Piano/Organ Courses (125, 176,177,276,277,376,377,396,397,466,467,486,487, 229)	\$ -	\$125.00/CH	\$ -	\$ -	\$125.00/CH	\$ -	\$ -
Music Applied Strings Courses (160,161,162,163,260,261,262,263,360,361,362,363,380,381,382,383,445,446,447,448,470,471,472,473, 570)							
Music Applied Voice Courses (169,269,369,389,459,479, 574)							
Music Applied Woodwind Courses (164,165,166,167,168,171,264,265,266,267,268,271,364,365,366,367,368,371,384,385,386,387,388,391,449,455,456,457,458,461,474,475,476,477,478, 481, 571)							
Brass Ensemble Program (114, 214, 314, 414)	\$ -			\$ -			
Chamber Ensemble Program (121, 221, 321, 421)	\$ -			\$ -			
Choir Program (102, 108, 109, 202, 208, 209, 302, 308, 309, 402, 408, 409, 502, 509)	\$ -			\$ -			
Collaborative Ensemble Program (104,204,304,404)							
Piano Ensemble Program (142, 242, 342, 442)	\$ -			\$ -			
Guitar Ensemble Program (132, 136, 232, 236, 332, 336, 432, 436)	\$ -			\$ -			
Jazz Ensemble Program (154, 254, 354, 454)	\$ -			\$ -			
Marching and Pep Band (131,135, 230,330,331,430,530,531)	\$ -			\$ -			
Mariachi Ensemble Program (115, 215, 315, 415)	\$ -			\$ -			
Percussion Ensemble Program (124, 224, 324, 424)	\$ -			\$ -			
Special Topics (291)		\$25.00/CH	\$ -		\$25.00/CH	\$ -	\$ -
Special Topics (491)							
Independent Study (495)	\$ -			\$ -			
Special Topics (591)							
Seminar (593)							
String Orchestra Program (144, 244, 344, 444)	\$ -			\$ -			
Music Symposium Program (101, 201, 301, 401)	\$ -			\$ -			
Wind Ensemble Program (112, 212, 312, 412, 512)	\$ -			\$ -			
Woodwind Ensemble Program (134, 234, 334, 434)	\$ -			\$ -			
Music Education Program (253,553,358,359,550,560,152,252,340,440,501,540,545,223,559,523,127,227,243,306,113,513,233,543)	\$ -			\$ -			
Music Core Curriculum Program (100, 105, 150, 210, 250, 305, 280, 350, 355, 357, 420, 118, 120, 285, 151, 211, 251, 281, 346, 347, 103,203,303,323)	\$ -	\$5.00/CH	\$ -	\$ -	\$5.00/CH	\$ -	\$ -
Department Of Music/CHASS	\$ -	\$ -	\$3.50/CH	\$ -	\$ -	\$3.50/CH	\$ -
*** NOT ALL COURSES IN CATALOGUE							

S = per student / CH = per credit	Approved Fees for FY13			Proposed Fees for FY13			Net Cost Change FY13 to FY14
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
MILITARY SCIENCE							
Fundamental Concepts of Leadership (MS 101)	\$25.00/S			\$25.00/S			\$ -
Basic Leadership (MS 102)	\$25.00/S			\$25.00/S			\$ -
Advanced Leadership (MS 201)	\$25.00/S			\$25.00/S			\$ -
Tactics and Officership (MS 202)	\$25.00/S			\$25.00/S			\$ -
Fundamentals of Military Leadership and Training I (MS 301)	\$25.00/S			\$25.00/S			\$ -
Fundamentals of Military Leadership and Training I (MS 302)	\$25.00/S			\$25.00/S			\$ -
Leadership, Management and Ethics (MS 401)	\$35.00/S			\$35.00/S			\$ -
Transition to Lieutenant (MS 402)	\$35.00/S			\$35.00/S			\$ -
RECREATION							
REC Orientation (Rec 105, Rec 104, Rec 102, Rec 103, Rec 370, Rec 570)		\$175.00/CH			\$175.00/CH		\$ -
Challenge Course Leadership (249)	\$15.00/S			\$15.00/S			\$ -
SOCIAL WORK / HUMANITIES							
Field Placement I (SW 488)	\$20.00/S			\$20.00/S			\$ -
Field Placement II (SW 489)	\$20.00/S			\$20.00/S			\$ -
Physiological Psychology Laboratory (331L)				\$31.00/S			\$ 31.00
TEACHER EDUCATION							
ED 487, 488, 489				\$100.00/S			\$ 100.00

** Program and Dept Fee Reviews Consolidated Fee Into Tuition

FY 2014 Charges for Technology Report and Charges for Technology Manual – CSU Only

Colorado State University

Charges for Technology Report for Fiscal Year 2013

MATTERS FOR ACTION:

Charges for Technology Report for FY 13

RECOMMENDED ACTIONS:

Approval of proposed Charges for Technology increases of 5% or less by the College of Applied Human Sciences to support specific technology projects described hereinafter.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Charges for Technology provide students with access to state-of-the-art technology and, thus, opportunities that will help them succeed in their educational and career pursuits. The implementation of a college Charge for Technology requires extensive student input. Operationally, students must approve Charges for Technology expenditures through committees within each college comprised of majorities of students. Charges can be used for computer technology, laboratory equipment, maintenance, materials and supplies, and hourly student employees. Currently, about 90 student computer labs exist on campus, most of which are directly supported by Charges for Technology.

Appended are: 1) a schedule of the per semester Charges for the current fiscal year, and those proposed for next fiscal year, 2) summary budget information for FY 13, 3) explanations for significant carryover from FY 12, and 4) requests for significant carry forward into FY 14.

Attached is the current Charges for Technology manual that contains the uniform policies by which the Charges for Technology program in each of the colleges is governed. No changes are proposed in this version of the manual, thus there is no action requested for approval of the manual. It is being supplied as an information item only.

Charges for Technology Report for Fiscal Year 2013

1. Schedule of Charges for Technology – Fiscal Years 13 and 14

The table below contains the schedule of the per-semester Charges for Technology in place during the current fiscal year, FY 13, and proposed charges for FY 14. One fee increase is proposed for FY 14, the justification for which is given below:

1. Applied Human Sciences – A \$3 (4.4%) increase was approved by the College of Applied Human Sciences student CFT committee. This will support enhanced desktop and laptop hardware in the college’s computer labs and the increasing cost of software licenses. Charge increases of less than 5% annually are allowable, in accordance with the Charges for Technology manual.

CSU Charges for Technology – FY 13 and FY 14		
College/Program	FY 13 Charge per Semester^{1,2,3,4}	FY 14 Charge per Semester^{1,2,3,4}
Agricultural Sciences	\$86.15	\$86.15
Applied Human Sciences	\$68.00	\$71.00
Business	\$94.50	\$94.50
Engineering	\$170.00	\$170.00
Intra-University Option	\$35.50	\$35.50
Liberal Arts	\$54.58	\$54.58
Natural Sciences	\$94.50	\$94.50
Veterinary Medicine & Biomedical Sciences	\$90.00	\$90.00
Warner College of Natural Resources	\$94.50	\$94.50

Notes:

- ¹ Resident and non-resident students pay the same Charge.
- ² Undergraduate students enrolled for twelve or more credits and graduate students enrolled for nine or more credits are considered full-time and required to pay the full amount according to their college affiliation. Part-time undergraduate and graduate students pay a pro-rated amount.
- ³ Graduate students in the Colleges of Natural Sciences and Veterinary Medicine and Biomedical Sciences are not assessed a Charge.
- ⁴ Only the Colleges of Applied Human Sciences and Business assess their Charges during the summer session.

2. Academic Year 2012-2013 (FY 13) Charges for Technology Budget Summary

College Charges for Technology budgets for FY 13 are shown in the table below.

College/Unit	FY 12 Carry Forward	FY13 Projected Revenue	FY 13 Projected Expenses	FY 14 Projected Carry Forward
Intra-University	(\$30,226)	\$195,571	\$158,936	\$6,409
Agricultural Sciences	(\$23,644)	\$244,487	\$195,476	\$25,367
Applied Human Sciences	\$10,600	\$618,324	\$644,414	(\$15,490)
Business	\$118,043	\$460,000	\$578,000	\$43
Engineering	\$81,048	\$784,480	\$776,326	\$89,202
Liberal Arts	\$109,448	\$535,330	\$638,747	\$6,031
Natural Sciences	\$81,288	\$606,000	\$572,009	\$115,279
Veterinary Medicine	\$523	\$112,931	\$111,125	\$2,329
Warner College of Natural Resources	\$27,648	\$266,872	\$294,520	\$0
Assistive Technology Resource Center¹	\$0	\$19,998	\$19,025	\$973
Totals	\$374,728	\$3,823,995	\$ 3,969,553	\$230,143

Notes:

¹ The Assistive Technology Resource Center does not generate CFT revenue. Rather, it acquires its CFT budget via a transfer of funds from the college CFT accounts, and to avoid double counting, it is not included in the total revenue and expense amounts shown in the table above.

2.1 Significant Carry Forward from FY 12 into FY 13

The total anticipated carry forward for all colleges from FY 12 into FY 13 was \$371,156, and the actual amount carried forward was \$374,728 (a difference of less than 1%). More detail on each college’s CFT carry forward into FY 13 follows.

Agricultural Sciences – A negative carryover of \$23,644 was attributable to a one-time expenditure in the amount of \$23,191 for a summer upgrade to a room to smart classroom status. This was the final room in a four-year effort to install technology in all classrooms throughout the college. The deficit was approved by the students, and accommodated in the FY 13 budget.

Applied Human Sciences – A small carryover of \$10,600 was due to slight over-budgeting for end-of-year printing and student hourly costs.

Business – A large carryover of \$118,043 was earmarked for replacing aged/broken tablets and purchasing additional cart for the college’s mobile computer lab, supporting lecture capture for student use as well as future computer replacement in the Rockwell Lab.

Engineering – A large carryover of \$81,048 was earmarked for new student technology in the new Engineering II building.

Liberal Arts – A large carryover of \$109,448 was due to several purchases that were intended to be made in FY 12 slipping into FY 13 due to a transition in college leadership. Additionally, several year-end purchases came in under the anticipated budget, increasing the College’s carryover beyond that expected.

Natural Sciences – A large carryover of \$81,228 was earmarked to purchase computers and ergonomic furniture for a computer lab in the Psychology department. Additionally, Natural Sciences is setting aside funds via carryover each fiscal year to save up for a new Nuclear Magnetic Resonance (NMR) apparatus for the Chemistry department.

Warner College of Natural Resources – A carryover of \$27,648 was due to costs of equipment being lower than anticipated at year-end as well as an unexpected increase in revenue due to increased enrollment.

Intra-University – A negative carryover in the amount of \$30,226 was due to confusion with a payment which appeared as an encumbrance, causing a last minute transfer to the Intra-University main account, and then an additional spending of close to \$7,000 that had been planned for the next fiscal year. The transfer of funds was reversed in FY 13, and budgets were corrected.

2.2 Significant Carry Forward from FY 13 into FY 14

The total anticipated carry forward for all colleges from FY 13 into FY 14 is \$230,143. More detail on each college’s anticipated CFT carry forward into FY 14 follows.

Agricultural Sciences – A carryover of \$25,367 is anticipated for FY 14. It will be used to purchase technology for two projects: 1) keyless access for the new undergraduate computer lab in the Animal Sciences building renovated space, and 2) technology for classrooms in the new Agriculture Education building (in the fund raising phase with projected groundbreaking in FY 14). Both projects have been approved by the student charges for technology committee.

Applied Human Sciences – A negative carryover of \$15,490 is anticipated for FY 14 due to an increase in the number of computer lab seats in the College after a renovation of one of the six Applied Human Sciences computer labs. This deficit will be covered in FY 14 via reductions in student hourly and printing costs.

Engineering – A carryover of \$89,202 is anticipated for FY 14. This is part of a continuing effort to set aside funds for new student technologies for the new Engineering II building, which will open in the fall of 2013.

Natural Sciences – A carryover of \$115,279 is planned for FY 14. This is to fund a number of future projects, including \$25,000 to allow the Computer Science department to purchase all of the computers they need for their CS 120 lab; \$22,000 to purchase new equipment for the new CNS Learning Community that will come on line in the early summer of 2014; and the remainder will be set aside to purchase a new NMR apparatus for the Chemistry department.

Charges for Technology Manual

Colorado State University

April 2011

Contents

Rationale for Charges for Technology.....	1
Revenue.....	2
Strategic Planning within Each College and throughout the University	2
Establishment of a College Technology Committee	2
Responsibilities of the College Technology Committee	3
Continuation of Charges for Technology	3
Distribution of Funds	3
Refunds	4
Proposal for Expenditures.....	4
Allowable Uses of Funds.....	5
Non-Allowable Uses of Funds.....	7
Basis of the Charges for Technology for Undergraduate Students.....	7
Basis of the Charges for Technology for Graduate Students.....	7
Reports and Requests to the Board of Governors of the Colorado State University System	7
Format for the Annual Charges for Technology Report.....	8
Appendix A - Schedule of Charges for Technology Each Semester 2005-2006.....	9

Rationale for Charges for Technology

The students at Colorado State University, in conjunction with their respective faculty and college administrators, recognize and acknowledge the following:

- Technological skills provide fundamental advantages in the job market;
- The State of Colorado and Colorado State University have many pressing fiscal needs that make it difficult to maintain a state-of-the-art technological environment for instructional programs; and
- For many students, the cost of purchasing and maintaining state-of-the-art technology for personal use is prohibitive. This is due largely to the rapid changes in technology being experienced in the marketplace.

Therefore, to provide general access to state-of-the-art instructional technology, to reduce the costs of technology for each student by pooling the resources of all students, to provide a competitive advantage to students who attend Colorado State University, and to direct sufficient funding to these specific purposes, the students, faculty, and college administrators at Colorado State University endorse and support the collection of charges for technology. The charge is not intended to be a "use charge" and therefore is assessed to all students regardless of whether they actually use the equipment or whether they are enrolled in a course in the specific college for that semester.

The purpose of this manual is to standardize the policies governing the approval and administration of the different charges in use by the individual colleges at Colorado State University. The current University policy, approved by the Board of Governors of the Colorado State University System, provides enough latitude for each college to meet the needs of its respective constituencies.

At present, all the colleges at Colorado State University as well as the Intra-University Option have adopted and have been granted permission by the Board of Governors of the Colorado State University System to institute charges for technology. Each has a separate charge schedule consistent with the different needs of the constituencies at Colorado State University (see Appendix A).

The Board of Governors of the Colorado State University System approves the Charges for Technology for each of the colleges every year.

Revenue

The charges for technology assessed to each student comprise the primary source of revenue for the Charges for Technology accounts in each college. In addition, valid sources of revenue include cost-recovery charges for printing, the sale of surplus CFT equipment for non-CFT purposes and cost-sharing charges assessed to faculty and staff for the use of services that were entirely CFT funded.

Strategic Planning within Each College and throughout the University

Each of the colleges should include long-range plans addressing future technological needs as part of its existing strategic planning. Coordination among colleges relating to future technological needs will undoubtedly result in overall savings for the University. Items not considered to be state-of-the-art in one college may provide a sufficient degree of functionality in another college or unit. The University will endeavor to make available to all of its units lists of equipment considered to be obsolete or surplus as well as needs of the different units.

Establishment of a College Technology Committee

Each college and the Intra-University Option at Colorado State University shall establish a College Technology Committee to oversee the administration of the charges for technology. The majority of committee members shall consist of students majoring within the college or the Intra-University Option and, at the discretion of the Dean, appropriate University personnel (e.g., faculty, computer lab coordinators). The Dean of each college shall be responsible for ensuring that adequate representation is present on this committee, according to the procedures outlined in the Board of Governors of the Colorado State University System approved Charges for Technology proposal for each college.

Responsibilities of the College Technology Committee

The College Technology Committee will ensure that extensive planning and communication with students will occur prior to any major commitment of funds. Input from student groups will be requested and considered prior to committee decisions. The College Technology Committee shall be responsible for ensuring that the funds returned to each college are spent according to established procedures. The Dean of each college shall be responsible for ensuring that these funds are administered according to DHE guidelines with respect to "academic" charges as well as other applicable regulations or laws.

Continuation of Charges for Technology

The continuation of charges for technology within a college, as well as the amount of the annual charge, shall be voted upon by the College Technology Committee within each college at least every two years, beginning Spring Semester of 1996. This vote of the committee as well as the request for the continuance of charges for technology must be noted in the college annual Charges for Technology report.

Each year the College Technology Committee shall be authorized to request an increase or decrease of the charge by an amount not to exceed 5% of the current annual charge without completing the full approval process described in the next paragraph.

If an increase or decrease larger than 5% of the current annual charge is contemplated, the College Technology Committee shall hold open hearings, during the academic year, with all parties (undergraduate students, graduate students, and faculty). Following the hearings, a vote of all College Technology Committee members shall be taken. Passage of a charge change greater than 5% shall require approval by a two-thirds majority of the committee members.

All recommendations for continuation or changes shall be forwarded to the Dean for approval. The Dean's decision and reasons for the decision shall be communicated to the College Technology Committee. All charge recommendations shall then be forwarded to the University Information Technology Executive Committee (ITEC) and then to the Provost, who shall give approval before the recommendations are forwarded to the Board of Governors of the Colorado State University System. The Board of Governors of the Colorado State University System shall have ultimate authority for approving the continuation or changes. At the June Board meeting each year, continuation and proposed changes to the charges for technology are approved as part of the budget process for the coming fiscal year.

Requests for changes greater than 5% shall include the following information:

- Five-year history on actual and projected (for the current fiscal year) revenue and expenditures, and projected revenue and expenditures under the proposal,
- Space and other facilities related requirements, if any, related to the change,
- A description of the process used to obtain student support for the change, and
- Specific rationale and justification for the requested increase.

Distribution of Funds

Each College Technology Committee shall be responsible for recommending a procedure for distribution of the funds resulting from the charges for technology. This distribution must be approved by the

Dean of each college. The College Technology Committee may opt for centralizing the funds, or it may opt to return a percentage to each department to reflect the different needs of the college's various disciplines. Expenditures shall be reviewed beforehand by the Dean. Any disputes between the College Technology Committee and the Dean will be referred to the Provost for resolution.

Refunds

There may be unusual situations that could justify a refund of the technology charge, and students may request a refund from the College Technology Committee. Such a request shall be made in writing and addressed to the Chairperson of the College Technology Committee. The decision to grant a refund shall be determined by a majority vote of the College Technology Committee. The student may appeal the committee's decision by notifying the committee and arranging a date to meet with committee members. Arguments from both sides will be heard and a vote taken. Decisions made by the committee at that meeting shall be final. Refunds will not be granted for the following reasons:

- 1) No predicted use of the equipment,
- 2) Non-enrollment in any specific college courses that semester, or
- 3) Change of college later than one week after census date.

A refund may be permitted on the grounds of change of college before or within one week following the official university census date. Students requesting refunds must present documents proving a change has been processed by the Registrar's Office. A refund may also be allowed because of withdrawal from the University as a result of serious illness, disabling accident, military call-up, or activation of Reserve or National Guard units, as stated in University policy, and is subject to confirmation by the Office of Enrollment Services.

Proposal for Expenditures

To improve educational experiences, proposals for expenditures of the funds resulting from the charges for technology shall be solicited by the College Technology Committee from students and faculty, preferably working together. Members of the committee are primarily responsible for identifying departmental needs; however, the departments may make their own requests. Moreover, all students having suggestions about laboratory equipment, computers, and other general-purpose requirements are encouraged to bring them to the respective committee members, department heads/chairs and/or the Dean's Office. Laboratory supervisors, graduate teaching assistants, and faculty members are also encouraged to make suggestions as they often know what improvements are needed and what is commercially available to upgrade and enhance the different laboratories.

The Assistive Technology Resource Center (ATRC) should be consulted when designing or modifying computer environments, both physical and electronic, to address accessibility, ergonomic and universal design considerations. To meet the needs of individual students with specific disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the ATRC may purchase or provide specialized hardware, software or other appropriate accommodations as warranted on behalf of a particular student with a disability. To utilize CFT funds for such expenditures, a representative of the ATRC must attend the spring UCFT meeting and present a proposed budget for the following fiscal year. If budget was provided during the current fiscal year, the proposal will also include a written report of the current year's budget and expenditures.

If a budget is approved for the ATRC, that budget will be distributed to the colleges on a per student percentage basis, i.e., the percentage of total students enrolled in a college during the current year versus the total students enrolled in the university for the current year. The CFT funds for the ATRC will be transferred out of college CFT accounts shortly after July 1 of each fiscal year.

A college may carry forward Charges for Technology funds for several years to provide for major purchases. Requests for carry forward must be fully documented and justified and the major purchases involved must be included in the strategic plan for the college. A multi-year purchase must not be in conflict with pertinent laws of the State of Colorado or other applicable regulations. Any requests for carry forward funds for multi-year purchases must be included in the annual report and must be approved by the Provost.

Colleges are not permitted to carry deficits over a fiscal year boundary, rather Colleges are mandated to carry over only small, desirably zero, fund balances over fiscal year boundaries. However, some expenses for technology, especially for software licensing and maintenance, are recurring and are therefore incurred in July. Because Charges for Technology revenue is not collected until the beginning of the fall semester, this pre-spending may cause some Charges for Technology accounts temporarily to be in deficit. As these expenses are required for the operation of technology environments, this paragraph details a policy that colleges can apply to sustain their operations throughout this time period. Colleges and the Intra-University Open Option may deficit spend up to 20% of the annual Charges for Technology revenue that they collected during the last fiscal year prior to receiving revenue for the current fiscal year. Any deficit so incurred may not be carried past the end of September. Colleges may appeal this to the Information Technology Executive Committee (ITEC) by forwarding the appeal to the ITEC via the Vice President for Information Technology.

Allowable Uses of Funds

The following are allowable uses of the funds resulting from the charges for technology:

1. Student hourly compensation

Funds can only be used specifically to compensate students for monitoring or supervising computer laboratories or other laboratories where a substantial amount of the equipment has been purchased with the funds resulting from the charges for technology, or to compensate students for offering technology training and/or technology development specifically for students. Such technology training or development shall not be in support of academic courses or other functions normally funded by academic units. Students otherwise occupied in normal departmental functions, such as graders or tutors, shall not be paid from these funds.

2. Examples of allowable purchases of computer hardware and software

Computers	Imaging devices
Plotters	Hard disk drives
CD-ROM and DVD drives	Network cabling and devices
Operating systems	Word processors
Spreadsheets	Graphics packages

Utility packages	Compilers
Simulators	Productivity tools
Software licenses	Software upgrades
File storage and backup solutions	Diagnostic software
Multimedia products	Security systems
File and application servers	Ergonomic furniture
Remote access solutions	compatible with learning stations
Environmental conditioning, including electrical power	

Note that the last item above. “environmental conditioning, including electrical power,” allows ventilation, air conditioning, heating and humidification, and electrical power systems to be installed specifically to condition and power equipment purchased under this program. A limited amount of modification to the physical infrastructure is allowed, such as installing HVAC systems, ventilation systems, and modifications to existing rooms such as installing doors with vents, and installation of electrical panels and circuits specifically to environmentally condition the space and provide the power for server equipment purchased under this program. It is not intended to be used for the large projects such as the construction of new or refurbishing of existing server rooms, or for environmentally conditioning student labs.

3. Examples of allowable purchases of other instructional equipment

Scientific laboratory instruments	General testing equipment
Diagnostic hardware	Kilns
Art studio technologies	Electrical or electronic music technology
Cameras	Videotape machines
Video teleconferencing equipment	

4. Examples of allowed purchases of laboratory and other supplies

Paper and output media	Toner and ink cartridges for imaging devices
Mouse pads	Video and audio tapes
Office supplies used in student labs by students (e.g. staplers, paper clips, scissors, etc.)	Office supplies used by the help desk in support of the CFT activity (e.g. staplers, paper clips, scissors, etc.)

This category is not intended to be used for the purchase of otherwise typical laboratory supplies for equipment not purchased with funds resulting from the charges for technology.

5. Maintenance

Charges for maintenance required for the continued use of the items purchased with funds resulting from the charges for technology are allowed and encouraged.

6. Furnishings

When equipment is purchased with CFT funds, up to 25% of the cost of the equipment funds may be used to purchase furnishings that directly support the use of the purchased equipment. There must be a direct tie between the equipment and the supporting furnishing(s), e.g. chairs and tables for student computer stations or laboratory equipment, carts for portable equipment, equipment racks, etc.

In addition, credit card costs incurred by the University in permitting students to pay the charges for technology are allowable "cost of doing business charges."

The constituency of a college may wish to exclude or include any of the aforementioned items. Such an exclusion or inclusion must be recommended by the College Technology Committee of the respective college and the action filed with the Dean's Office and the Provost's Office.

Non-Allowable Uses of Funds

The following are non-allowable uses of funds resulting from the charges for technology:

Non-student personnel	Graduate student assistantships
Personnel recruiting expenses	General furniture
General office supplies	Vehicle rental
Equipment not accessible to students	Travel
Facilities remodeling, except as noted above for environmental conditioning and electrical power for servers	Food, drink and meals

The term "accessible to students" is meant to imply equipment used by students in order to fulfill academic requirements. Such equipment may be available in an open lab or in a specialized laboratory accessible only while a faculty member or a teaching assistant is present. Often specialized equipment can only be used in a meaningful manner when a direct supervisor is present. Ordinarily, purchase of administrative equipment is not considered an appropriate use of the funds.

The appropriateness of a specific item may be questioned by a Dean and advice obtained from the internal audit office of the University. Inappropriate expenditures proposed by the College Technology Committee can be vetoed by the college Dean. A process for appeals and clarification shall be in place and rests with the Provost, who shall have final say. If Deans allow inappropriate expenditures, they are subject to adverse audit findings which will be addressed during regular performance reviews.

Basis of the Charges for Technology for Undergraduate Students

All undergraduate students enrolled for nine or more credits will be assessed the charges for technology by each of the colleges. The charges will be prorated for students taking less than nine credits. No distinction is made between resident and non-resident students.

All charges collected from students in a given college will be transferred directly to that college as a separately budgeted item in the Resident Instruction budget of the college.

Basis of the Charges for Technology for Graduate Students

Graduate students enrolled for six or more credits in colleges that require charges for technology of graduate students will be assessed the charges for technology. The charge will be prorated for students taking less than six credits. No distinction is made between resident and non-resident students. Graduate students paying the continuous enrollment fee do not pay the charges for technology.

Reports and Requests to the Board of Governors of the Colorado State University System

Each year each college shall produce an annual Charges for Technology report. Copies shall be made available upon request to any student or faculty member, and a copy of the report shall be posted at all central departmental bulletin boards or on the Web.

Each college shall submit to the Director of Academic Computing and Networking Services the annual Charges for Technology report to be collated into a comprehensive report for the University and submitted to the Information Technology Executive Committee for review. The report is then presented to the Provost, the President's Cabinet and subsequently forwarded to the Board of Governors of the Colorado State University System.

Colleges requesting changes greater than 5% shall submit this request to the Information Technology Executive Committee for review. The report is then presented to the Provost, the President's Cabinet and subsequently forwarded to the Board of Governors of the Colorado State University System.

The Board of Governors of the Colorado State University System receives the annual Charges for Technology report at its March meeting, including requests for changes in the charges for technology. Consequently, annual reports from the colleges, including requests to change fees, are due to the Director of ACNS by February 1.

Format for the Annual Charges for Technology Report

The information requested for the report includes:

- Revenues and Estimated Expenses for the Current Fiscal Year, with explanations for all increases, and justification for carry-over and carry-forward requests.

Additional detail, including guidelines for preparing Annual Reports, a budget template for submission of expenses, copies of previous Annual Reports, and other pertinent information, may be found on the web at <http://ucft.colostate.edu/>.

Appendix A

Schedule of Charges for Technology per Semester

College	Undergrad. Charge	Grad. Charge	Summer Charge
Agricultural Sciences	\$86.15	\$86.15	No
Applied Human Sciences	\$68.00	\$68.00	Yes
Business	\$94.50	\$94.50	No
Engineering	\$170.00	\$170.00	No
Intra-University Option	\$35.50	N/A	No
Liberal Arts	\$54.58	\$54.58	No
Natural Resources	\$94.50	\$94.50	No
Natural Sciences	\$94.50	\$0	No
Veterinary Medicine	\$90.00	\$0	No

Colleges may assess charges for technology to summer students.

Undergraduate students enrolled for nine or more credits will be assessed the full charge for technology. The charge will be prorated for students taking less than nine credits.

Graduate students enrolled for six or more credits in colleges that require charges for technology of graduate students will be assessed the full charge. The charge will be prorated for students taking less than six credits. Graduate students paying the continuous enrollment fee do not pay the charge for technology.

No distinction is made between resident and non-resident students.

FY 2014 Room and Board Rates

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2013-14

<u>RESIDENCE HALLS</u> ¹	2012-13	2013-14	2013-14	Percent Change
	Approved Rate	Proposed Change	Proposed Rate	
Standard Room	\$2,360	\$118	\$2,478	5.0%
Suite	\$2,768	\$138	\$2,906	5.0%
Suite Hall Designed Single	\$3,114	\$156	\$3,270	5.0%
Summit Suite	\$3,033	\$152	\$3,185	5.0%
Summit Suite Designed Single	\$3,879	\$194	\$4,073	5.0%
Towers 3 Room Occupied by Two	\$3,054	\$153	\$3,207	5.0%
Towers Designed Single	\$2,957	\$148	\$3,105	5.0%
Academic Village Double or Quad Suite	\$3,114	\$156	\$3,270	5.0%
Academic Village Suite Designed Single	\$4,059	\$203	\$4,262	5.0%
Parmelee or Braiden Loft Suite	\$3,033	\$152	\$3,185	5.0%
Parmelee or Braiden Loft Designed Single	\$3,879	\$194	\$4,073	5.0%
Additional charge for Double as Single	\$500	\$250	\$750	50.0%
Additional charge for Double as Single - returning student	\$500	\$0	\$500	0.0%
Additional charge for Triple as Double	\$300	\$0	\$300	0.0%

<u>Dining Services Meal Options</u> ²	2012-13	RamCash	2013-14	Meal Plan Only % Incr
	Approved Rate		Proposed Rate	
Any Meal Any Time	\$2,779	\$150	\$2,910	5.0%
Any 21	\$2,500	\$150	\$2,618	5.0%
Any 14	\$2,322	\$150	\$2,431	5.0%
Any 10	\$2,149	\$150	\$2,249	5.0%

<u>Pingree Park Summer Sessions</u> ³	2012-13	2013-14	2013-14	Percent Change
	Approved Rate	Proposed Change	Proposed Rate	
Student Room & Board (NR220 26 days)	\$835	\$75	\$910	9.0%
Student Room & Board (F230 - 12 days)	\$384	\$36	\$420	9.4%
Faculty Cabins (26 days)	\$495	\$51	\$546	10.3%
Faculty Cabins (12 days)	\$228	\$24	\$252	10.5%

¹ Rates include technology and cable fees.

Parmelee and Braiden loft rooms are the new 4th floor additions. They are comparable to the suites in Summit Hall.
The lower additional charge for double as single for returning students may be phased out next fiscal year.

² The percent change is calculated on the increase in the meal plan rate excluding RamCash.

³ F230 session increased from 8 days to 12 days in summer 2013. 2012-13 rate is the same daily rate as previously approved.
Increases account for estimated cost of food, utilities & technology for the summer of 2014 and average \$2 - \$3 per day.

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
APARTMENT PROPOSED RATES PER MONTH AND ACADEMIC YEAR CONTRACT
FOR ACADEMIC YEAR 2013-14

<u>APARTMENTS</u> ¹	2013-14		Contract Rate Percent Change
	2012-13 Rates w/Academic Year Contract	Proposed Rates w/Academic Year Contract	
<u>Single Student Apartments</u>			
International House 1-bedroom	\$660	\$700	6.1%
International House 2-bedroom	\$675	\$715	5.9%
International House 2-bedroom share	\$440	\$465	5.7%
Aggie Village North & South 2-bedroom share	\$440	\$465	5.7%
University Village @ 1500 2-bedroom share	\$415	\$440	6.0%
University Village @ 1500 2-bedroom share ²	\$440	\$465	5.7%
University Village @ 1500 2-bedroom share by 3	\$290	\$310	6.9%
University Village @ 1600 2-bedroom share	\$440	\$465	5.7%
University Village @ 1600 2-bedroom share ²	\$480	\$520	8.3%
University Village @ 1600 2-bedroom share by 3	\$325	\$350	7.7%
University Village @ 1600 3-bedroom share by 2	\$460	\$550	19.6%
University Village @ 1600 3-bedroom share by 3	\$350	\$410	17.1%
University Village @ 1700 3-bedroom share by 3	\$375	\$425	13.3%
<u>Student Family Apartments</u>			
Aggie Village 2-bedroom	\$665	\$705	6.0%
University Village @ 1500 2-bedroom	\$675	\$715	5.9%
University Village @ 1600 2-bedroom	\$800	\$845	5.6%
University Village @ 1600 3-bedroom	\$890	\$945	6.2%
University Village @ 1700 2-bedroom	\$830	\$880	6.0%
University Village @ 1700 3-bedroom	\$910	\$965	6.0%

¹ Rate includes utilities, telephone service, internet and basic cable television.

Month to month rentals are available for an additional \$40 per month.

Budgeted for 60% academic year lease/40% month to month lease.

² Rate for the larger bedroom in the apartment.



**COLORADO STATE UNIVERSITY - PUEBLO
2013-2014 ACADEMIC YEAR
ROOM and BOARD SEMESTER RATE SCHEDULE**

	Approved Rates	Proposed Rate
	2012-13	2013-14
<u>Belmont Hall*</u>		
Double Occupancy Room	\$ 2,050	\$ 2,111
Single Occupancy Room	\$ 2,550	\$ 2,626
<u>Crestone Hall/Culebra Hall/ Greenhorn Hall*</u>		
Shared Bedroom-Semi Suite / Double w/Shared	\$ 2,600	\$ 2,678
Shared Bedroom Suite / Double with One Bath	\$ 2,950	\$ 3,038
Private Bedroom Suite / Single w/Shared Bath	\$ 3,300	\$ 3,399
Private Single Bedroom / Private Room w/Private	\$ 3,650	\$ 3,759
Super Single w/shared bath	\$ 3,300	\$ 3,399
* Includes utilities, internet access, and basic cable service.		
<u>UVWS Apartments*</u>		
Small Bedroom	\$ 2,690	\$ 2,690
Medium Bedroom	\$ 2,690	\$ 2,690
Large Bedroom	\$ 2,690	\$ 2,690
* Includes utilities, internet access, and basic cable service.		

	Approved Rates	Proposed Rate
	2012-13	2013-14
<u>Meal Plans meals with Flex Points</u>		
Unlimited	\$ 1,885	\$ 1,942
19 meals	N/A	N/A
12 (\$125 Flex), 14 (\$75 Flex), and 17 (\$50 Flex) meals	\$ 1,700	\$ 1,750
5 + 225 Flex	\$ 1,095	\$ 1,128
10 + 100 Flex	\$ 1,095	\$ 1,128
<u>Meal Blocks meals with Dining Dollars</u>		
40 meals + \$50	\$ 370	\$ 381
80 meals + \$100	\$ 750	\$ 773
120 meals + \$150	\$ 1,055	\$ 1,087
<u>Dining Dollar Plans</u>		
Plan 1	\$ 500	\$ 500
Plan 2	\$ 750	\$ 750
Plan 3	\$ 1,000	\$ 1,000

FY 2014 Cost of Attendance

Cost of Attendance

Resident Full Time Student (12 credit hours, fall & spring semesters)

	Base Resident Tuition (Student Share) ¹	Mandatory Student Fees ²	Room and Board Charge ³	TOTAL	Increased cost over prior year	
					Cost	Percentage
FY2013-14 Proposed	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%

FY2012-13 and Prior Tuition and Fees					Cost	Percentage
Actual FY2012-13	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
Actual FY2011-12	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
Actual FY2010-11	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
Actual FY2009-10	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
Actual FY2008-09	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%
Actual FY2007-08	\$4,040	\$1,319	\$8,130	\$13,489	\$1,442	12.0%
Actual FY2006-07	\$3,466	\$1,191	\$7,390	\$12,047	\$1,491	14.1%
Actual FY2005-06	\$3,381	\$1,121	\$6,054	\$10,556	\$1,000	10.5%
Actual FY2004-05	\$2,940	\$850	\$5,766	\$9,556	\$156	1.7%
Actual FY2003-04	\$2,908	\$836	\$5,656	\$9,400	\$426	4.7%

¹ Base Tuition, Student portion only - does not include differential tuition charges.

² Mandatory Fees include General Fees and University Technology Fee and University Facilities Fees

³ Housing based on a "Suite" room and "Any 14" Meal Plan



**COLORADO STATE UNIVERSITY - PUEBLO
2013-2014 ACADEMIC YEAR
COST OF ATTENDANCE SCHEDULE**

Resident Full Time Student (12 credit hours, Fall & Spring semesters)						
	Base Resident Tuition (student share)	Mandatory Student Fees- Estimate	Room and Board Charge	TOTAL	Increased cost over prior year	
					Cost	Percentage
Proposed FY2013-14	\$ 4,894	\$ 1,466	\$ 8,752	\$ 15,112	\$ 252	1.7%
Actual FY2012-13	\$ 4,894	\$ 1,466	\$ 8,500	\$ 14,860	\$ 854	6.1%
Actual FY2011-12	\$ 4,381	\$ 1,342	\$ 8,283	\$ 14,006	\$ 847	6.4%
Actual FY2010-11	\$ 3,880	\$ 1,237	\$ 8,042	\$ 13,159	\$ 548	4.3%
Actual FY2009-10	\$ 3,559	\$ 1,182	\$ 7,870	\$ 12,611	\$ 1,097	9.5%
Actual FY2008-09	\$ 3,422	\$ 996	\$ 7,096	\$ 11,514	\$ 958	9.1%
Actual FY2007-08	\$ 3,184	\$ 972	\$ 6,400	\$ 10,556	\$ 799	8.2%
Actual FY2006-07	\$ 2,975	\$ 972	\$ 5,810	\$ 9,757	\$ (6)	-0.1%
Actual FY2005-06	\$ 2,903	\$ 972	\$ 5,888	\$ 9,763	\$ 631	6.9%
Actual FY2004-05	\$ 2,524	\$ 696	\$ 5,912	\$ 9,132	\$ 465	5.4%

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
May 2, 2013 – Fort Collins**

Board Members: Scott Johnson/Chair, Ed Haselden
Frank Zizza, Kandi Brown, Regina Martel

CSURF Board Liaison: TBD

Staff: Kathleen Henry

EXECUTIVE SESSION

OPEN SESSION

- | | | |
|--|-----------------------------|--------|
| 1. Mineral Rights Lease – Routt County | (Tony Frank) | Action |
| 2. Water Rights Lease – Special Delegation | (Tony Frank) | Action |
| 3. Purchase of Bay Farm Land from CSURF | (Tony Frank) | Action |
| 4. Naming Policy Discussion | (Brett Anderson/Tony Frank) | Action |

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

MATTERS FOR ACTION:

Land: Oil & Gas Lease on 3/8 Interest in Approximately 700 Mineral Acres in Routt County, Colorado.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the lease of a 3/8 interest in approximately 700 mineral acres in Routt County, Colorado in accordance with the parameters outlined with the Board in its executive session. **FURTHER MOVED**, that the President of Colorado State University, in consultation with the Office of General Counsel, is hereby authorized to sign implementing contracts and other documents as may be necessary and appropriate to consummate the transaction.

EXPLANATION:

Presented by Dr. Tony Frank, President.

The University wishes to enter into an oil & gas lease, at market rate, on a 3/8 interest in approximately 700 mineral acres in Routt County, Colorado. The mineral interests were gifted to the University in 1984 and are in an area of high activity for the oil & gas industry.

Approved

Denied

Board Secretary

Date

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:

Signature Delegation/Real Property: Amendment to Delegation of Authority for Signature on Leasing of Excess Water Rights

RECOMMENDED ACTION:

MOVED, that the Board of Governors approves a modification to the signature delegation to the President of Colorado State University dated December 3, 2001, to authorize the President to approve the lease of surplus water rights at fair market value.

EXPLANATION:

Presented by Dr. Tony Frank, President.

Background provided during the Real Estate/Facilities Committee meeting on May 2, 2013.

Approved

Denied

Board Secretary

Date

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Action Item

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

MATTERS FOR ACTION:

Land: Acquisition of Approximately 28 acres of land in the Bay Farm in Fort Collins, CO from the Colorado State University Research Foundation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of approximately 28 acres immediately adjacent to the South Campus in Fort Collins, CO from the Colorado State University Research Foundation as discussed by the Board in its executive session, in accordance with the parameters outlined in such discussion including the approval to use funds from the Endowment Land Income Account to support the purchase and costs of the acquisition. **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. Tony Frank, President.

The acquisition is consistent with long-term plans to acquire the site from the Colorado State University Research Foundation as needed to accommodate campus growth.

Approved

Denied

Board Secretary

Date

Stretch Goal: Expand Fundraising and Marketing
Strategic Initiative: n/a

MATTERS FOR ACTION:

CSU: Approval of the Revisions to Naming Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces at Colorado State University

EXPLANATION:

Presented by Tony Frank, President, and Brett Anderson, Vice President for Advancement.

The current and proposed Board policy gives the Board final approval of institutional naming policies. The purpose of these Guidelines is to address the naming of administrative units (colleges, schools, departments, research units, centers, institutes, special units), facilities, and interior and exterior spaces to recognize a particular individual(s) or organization(s). These Guidelines were developed to create consistency and offer parameters for the naming process.

Prior to approval of this policy, there was a policy entitled “Honorary Degree Guidelines and Naming of Facilities Policy and Guidelines” at CSU. The policy and guidelines found herein are intended to replace those guidelines but only to the extent that they address naming of administrative units/facilities/interior and exterior spaces. These guidelines are not intended to address the awarding of honorary degrees or the naming of facilities for the sole purpose of mapping or locating the facility on campus.

Approved

Denied

Board Secretary

Date

May 3, 2014

TO: The Board of Governors
FROM: Tony Frank, President
RE: Revised Naming Policy

Per our discussion at the February meeting, we offer here a revised facilities naming policy for your consideration.

Key changes include:

- Clarification of honorary naming requirements.
- Establishment of gift guidelines for the naming of administrative units.
- Clarification on naming gift guidelines for facilities, interior, and exterior spaces.
- Establishment of a University Naming Committee (UNC), which will review all honorary naming proposals and those valued at \$250,000 and higher – as submitted through the Vice President for University Advancement. The UNC will review for compliance, appropriateness and concurrence with CSU's mission and make a recommendation to the President, who will make a subsequent recommendation to the Board of Governors.
- Creation of an efficient path for approval of namings under \$250,000. With these revisions, the Vice President for University Advancement will seek independent approval from the President for naming gifts valued at less than \$250,000, and these will not require Board approval.
- Establishment of guidelines for term namings.
- Addition of a step-by-step outline of the naming process.

These revisions have been developed with consideration given to best practices at our peer institutions and an external study of naming policies conducted in 2011 by the Education Advisory Board. Our goal has been to incorporate industry best practices into our policies and to build upon the experience gained in our recently concluded campaign.

We look forward to your feedback.

Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces at Colorado State University

Section 1: Overview and History

I. Purpose

The purpose of these Guidelines is to address the naming of administrative units (colleges, schools, departments, research units, centers, institutes, special units), facilities, and interior and exterior spaces to recognize a particular individual(s) or organization(s). These Guidelines were developed to create consistency and offer parameters for the naming process.

These Guidelines are not intended to address the naming of facilities for the sole purpose of mapping or locating the facility on campus, which authority rests with Facilities Management Services. To address the naming of academic programs for pedagogical purposes, the process and authority is addressed in the Academic Faculty and Administrative Professional Manual, Section C.2.2

Prior to approval of this policy, there was a policy entitled “Honorary Degree Guidelines and Naming of Facilities Policy and Guidelines” at CSU. The policy and guidelines found herein are intended to replace those guidelines but only to the extent that they address naming of administrative units/facilities/interior and exterior spaces. These guidelines are not intended to address the awarding of honorary degrees.

II. Background

On Aug. 26, 2005, the Colorado State University Board of Governors (BOG) approved a system policy for the approval of named buildings, colleges, departments, facilities, programs, and other major structures. At the conclusion of The Campaign for Colorado State in 2012, a committee of stakeholders was convened, the policy was reviewed, and changes were made to address specific issues and enhance the policy. This revised policy document addresses the procedures for Colorado State University staff to follow in recommending a “naming” to the President, Chancellor and BOG.

III. Statement of Policy

All naming proposals are to be submitted to the Vice President for University Advancement (VPUA). The VPUA will forward all honorary and naming gifts valued at \$250,000 and higher to the University Naming Committee (see below). If the President approves the recommendation, the naming proposal will be sent to the BOG for final approval. The VPUA will seek independent approval from the President for naming gifts valued at less than \$250,000. These namings will not need approval of the BOG.

Section 2: Responsibility

I. University Naming Committee (UNC):

A. Establishment

The University Naming Committee was established in 2013, pursuant with this policy, to serve an advisory role to the President for the naming of administrative

units/facilities/interior and exterior spaces. The VPUA will direct all honorary naming proposals and those valued at \$250,000 and higher to the UNC.

B. Role

1. Review naming proposals for compliance with naming policies, appropriateness, and concurrence with the mission of the institution.
2. Collaborate with institutional representatives overseeing the facility or program to be named in order to establish support from the primary users and stakeholders.
3. Recommend formal administrative unit/facility/interior and exterior space names to the President for his/her review prior to advancing for final approval by the BOG.

C. Membership

The VPUA will serve as chair of the UNC.

Committee – President’s Chief of Staff, Facilities Services representative, Vice President of External Affairs, Colorado State University Foundation representative, General Counsel Office representative, a Dean and Faculty member, both selected by the Provost and a Director of Development, selected by the VPUA.

D. Meetings

The chair will call meetings as needed with close attention to the BOG meeting schedule.

Section 3: Naming Guidelines

I. General Guidelines

- A. Administrative units/facilities/interior or exterior spaces may be named for:
1. Individuals or organizations that have provided or have caused to be provided a significant contribution toward a project – new construction, major renovation, existing facility, academic and/or nonacademic program.
 2. Retired or deceased faculty or staff members who have provided distinctive service to the University and a) have been deceased for one year or longer; b) have been retired, resigned, or otherwise separated from service of to the University for not less than one year; c) had a long and illustrious career and exemplified values for which Colorado State University stands; and d) brought great credit to the University through major scholarly, professional, or public service. If, however, a proposed naming is in response to a financial contribution, the requirement of a delay shall not apply.
 3. Graduates, former students, or individuals who have provided distinctive service to the University and a) had a long and illustrious career and exemplified values for which Colorado State University stands; and b) brought great credit to the University through major scholarly, professional, or public service.
 4. Living or deceased persons dedicated to the purpose, nature, and mission of the University who have achieved outstanding distinction through civic, intellectual, or artistic contributions to the development of the city, county, region, state, nation, and/or world.
- B. In gift-generated naming, pledges paid over a period of time, typically no more than five years, are acceptable for current naming of administrative units/facility/interior and exterior spaces.
- C. Irrevocable planned gifts may generate current naming if current cash flow considerations are not an issue for the requesting administrative unit/facility/interior and exterior space. These gifts will be credited at their present

value, and particular emphasis will be given to the predictability of the long-term value of the irrevocable deferred gift.

- D. The donor may ask that the administrative unit/facility/interior and exterior bear his or her name or the names of family members or others the donor may wish to honor, subject to the approval by the UNC, the President and the BOG. The VPUA will discuss with the President the donor's intent before any commitments are made.
- E. In the event that the facility or administrative unit to be named involves multiple colleges, divisions, or departments, the heads of all associated organizational units must be in agreement on naming opportunities and levels prior to submission to the VPUA and the UNC.
- F. In the instance of a corporate or organizational naming, additional due diligence should be taken to avoid any appearance of commercial influence or conflict of interest. Corporate logos as part of naming opportunities are generally prohibited.
- G. If a benefactor or honoree requests a change to the name of an administrative unit/facility/interior or exterior space (e.g. due to divorce or corporate merger), the UNC will consider the request and make a recommendation to the President, who will forward it to the BOG approval. If approved, all replacement signage and other related costs shall be at the donor's or honoree's expense.
- H. The benefactor will not be given authority to control curricular or administrative matters related to the naming or University property usage.

II. Specific Guidelines

A. Naming Administrative Units:

- 1. Administrative units naming opportunities may include:
 - a. Academic units – colleges, schools, and departments
 - b. Centers
 - c. Institutes
 - d. Special units
- 2. Suggested gift amounts for administrative units
 - a. Determined by the unit's annual total operating budget which is defined by the Office of Budgets - <http://www.budgets.colostate.edu/cdobs.aspx>. As a guideline, the naming gift should be a minimum of three times the annual total operating budget. National ranking and visibility of the unit, as well as naming gifts of peer units in the discipline or on the University campus should be considered in determining appropriate gift amount; and,
 - b. At least three-quarters of the determined value should be placed in an endowment for the benefit of that unit, preferably with a portion of that amount in the form of unrestricted endowment. This is a general guideline and can be adjusted based on Dean, director, and/or donor needs and approved by UNC.
 - c. Be substantial and significant, even transformational in nature, enabling the unit to improve its competitiveness or distinction.

B. Naming Facilities:

- 1. Facilities naming opportunities may include:
 - a. New facilities that are to be constructed or acquired
 - b. Existing facilities that are undergoing major or minor renovation
 - c. Existing facilities that are not undergoing renovations
 - d. New, renovated or existing athletic facilities
- 2. Suggested gift amounts for facility namings:

- a. At least half of total project cost for constructing or acquiring new facility.
 - b. At least half of total project cost for renovating an existing facility
 - c. At least half of the replacement cost of an existing facility not undergoing renovation as determined by Facilities Services.
 - d. Facilities with a total cost greater than \$5M can be named for amounts less than 50% of the total cost. Naming gifts of similar facilities at peer institutions or similar facilities on the University campus should be considered in determining the appropriate gift amount.
 - e. For the naming of existing facilities, the guideline is that a portion of these funds would be placed in an unrestricted endowment to benefit the college/unit. This is a general guideline and can be adjusted based on Dean, director, and/or donor needs and approved by UNC.
3. Project cost is determined by square footage of facility to be named multiplied by the cost per square foot.

C. Naming Interior and Exterior Spaces

1. Interior and Exterior naming opportunities may include:
 - a. Interior spaces – rooms, laboratories, centers, locker rooms, or areas within new, existing or renovated facilities.
 - b. Exterior spaces – quadrangles, gardens, recreation fields, athletic fields, water features, walking/biking paths, etc.
2. Donors must provide at least half of project cost determined by the square footage of the area to be named multiplied by the cost per square foot.

Section 4: Duration of Namings

There are two different options for the duration of administrative unit /facility/interior and exterior space namings – perpetuity and term.

I. Perpetuity

- A. Perpetuity is defined by the useful life determination provided by Facilities Services.
- B. The naming of an administrative unit/facility/interior and exterior space will be retained in perpetuity, unless:
 1. a change is necessary to continue the appropriate recognition;
 2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which case the original donor will be notified in advance;
 3. demolition, replacement, redesignation of purpose, or similar modification to a named facility/administrative unit/interior and exterior space;
 4. the individual for whom the administrative unit, facility, or interior or exterior space is named falls into disrepute; or
 5. the BOG takes action to change the name in order to meet the best interests of Colorado State University

II. Term

- A. In appropriate instances, most often involving a corporate benefactor, an administrative unit/facility/interior and exterior space naming may be granted for a predetermined fixed term.

1. The gift agreement should clearly specify the period of time for which the facility or unit will be named.
 2. Term namings are limited to terms of 10, 15, 20 or 25 years. A 5 year option is permissible for naming administrative units.
 3. Term namings are based on useful life of the named facility, typically, 50 years. Facilities Services will determine the useful life of the facility.
 4. The term naming gift is factored over the specified term to generate at least the 50 percent or greater guideline over the useful life of the facility.
 5. The subsequent term values will be determined once the initial term naming is established. The initial term value is determined by dividing the useful life of the facility by the term. The perpetual naming value is then divided by that number.
 6. Subsequent term values are determined by the Future Value of Money formula – interest rate multiplied by years since initial naming established multiplied by initial naming cost, plus initial naming cost.
 7. These guidelines can be adjusted by the UNC to determine appropriate naming terms.
- B. The naming of an administrative unit/facility/interior and exterior space will be retained for its predetermined term, unless:
1. a change is necessary to continue the appropriate recognition;
 2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which the donor will be notified in advance;
 3. demolition, replacement, redesignation of purpose or similar modification to a named facility/administrative unit/exterior space;
 4. the individual for whom the administrative unit, facility or interior and exterior space is named falls into disrepute; or
 5. the BOG takes action to change the name in order to meet the best interests of Colorado State University

Example:

*Facility with: 50-year useful life
 \$10 million naming value
 10-year terms
 Established 2013*

Initial 10-year term naming would be \$2 million – 50-year useful life divided by 10-year term = 5 divided into \$10 million = \$2 million.

In 2023, a 10-year term naming would be \$2.6 million determined by Future Value of Money formula – Interest rate (3%) x years (10) x Present value (\$2 million) + Present value \$2 million = \$2.6 million.

In 2033, a 10-year term would be \$3.2 million (3% x 20 x \$2 million + \$2 million = \$3.2 million)

In 2043, a 10-year term would be \$3.8 million

In 2053, a 10-year term would be \$4.4 million

Total value of term naming would be \$16 million.

Section 5: Naming Process:

Step 1:

College/unit generates a list of naming opportunities based on criteria set forth in this policy and submits to VPUA. VPUA will keep a master list of all campus naming opportunities – both available and already named.

If the naming gift meets the guidelines/criteria, gift negotiations are allowed to be conducted with individual or organization in parallel with this process. However, to ensure clear communication, the proposing college/unit must inform VPUA of ongoing conversation around naming gift.

If the potential naming gift does NOT meet the guidelines/criteria set forth in this document, the naming proposal must be submitted PRIOR to gift negotiations with the individual or organization.

Step 2:

Naming request shall be made in the form of a written proposal. The proposing unit develops the proposal for submittal. The proposal must list the reason for the request, justification of the naming in accordance with the policy and guidelines/criteria, and the amount of any donation or description of service or contribution that would accompany approval of the naming proposal. A submitted proposal triggers a background check to be completed by the DAIS research team. If the naming is an honorary naming or one valued at \$250,000 or higher, the proposal must be presented to the VPUA for review by UNC.

If the naming is less than \$250,000, the proposal is submitted directly to VPUA who will review, recommend, and seek Presidential approval directly.

Step 3:

In reviewing the naming opportunity, the UNC will assess: (a) the relationship of the individual or organization to the institution; (b) the amount of the donation or value of the contribution; (c) an assessment of the donor's financial situation and the likelihood of fulfilling the pledge, if a donation is given partly as a pledge; (d) character of the donor; (e) potential for additional gifts or contributions from the donor; and (f) possible academic enhancement to the institution as a result of the donation.

Step 4

The UNC will make a recommendation for approval to the President. A denial by the President is final. VPUA will notify the appropriate college/unit of the President's recommendation. If the President approves the request, the UNC will submit the formal naming proposal for review by the Chancellor, pursuant to CSU System and University policy, and forward to the BOG for consideration.

Step 5:

At the next scheduled BOG meeting, the naming proposal will be presented and the BOG will make a decision. If proposal is approved, President and VPUA will sign the Naming Policy Agreement along with other needed documentation (MOU, gift/fund agreement). The VPUA's office will send executed documents to the proposing college/unit.

Step 6:

The college/unit will finalize documentation with all parties and work with campus entities to develop appropriate recognition and announcement.

Revised: March 25, 2013



Proposed Revision of CSU Naming Policy

May 2013
Board of Governors Meeting




Colorado State University



Major Changes and Updates to Existing Policy

- Establishment of University Naming Committee
- Clarify honorary naming requirements
- Establish gift guidelines for naming administrative units
- Provide additional clarity related to naming gift guidelines for facilities, interior and exterior spaces
- Create efficient path to approve namings under \$250,000
- Introduce and set guidelines for term namings
- Provide detailed step-by-step process for namings



Colorado State University

Process Utilized to Modify Policy

- Committee:

Kim Tobin	Mike LaPlante
John Durkin	Rick Brase
Jonathon Clifton	Erica Medved
Esther Shimkus	
- Peer Institutions reviewed:

Purdue	Iowa	Iowa State
Florida	Georgia	Michigan State
Oregon State	North Carolina	Texas A & M
Auburn	Kansas State	Minnesota
Washington	Cornell	Indiana
West Virginia	Florida State	Michigan
Colorado		
- External Study from Education Advisory Board reviewed:
Facility and Program Naming Policies at Public Universities study done by Education Advisory Board completed in 2011 and involved eight universities of similar size and classification to CSU.
- Purpose:
Determine best practices and incorporate into the new policy



Colorado State University

Naming Policy

Purpose

- Policy to name administrative units, facilities and interior and exterior spaces
- Create consistency and definition for all namings
- Define parameters, process and specific guidelines

History

- First policy approved by Board of Governors in August 2005
- After Campaign for Colorado State, developed committee to address specific issues uncovered since 2005 and to enhance the policy to incorporate best practices from peer institutions

Statement of Policy

- All naming proposals are to be submitted to the Vice President for University Advancement (VPUA). The VPUA will forward all honorary and naming gifts valued at \$250,000 and higher to the University Namings Committee(UNC). The UNC will forward all approved proposals to the President. If the President approves the recommendation, the naming proposal will be sent to the BOG for final approval. The VPUA will seek independent approval from the President for naming gifts valued at less than \$250,000. These namings will not need approval of the BOG.



University Naming Committee

Purpose

- To serve an advisory role to the President on matters of honorary and gift generated namings

Role


- Review for compliance with naming policy
- Collaborate with proposing college(s)/unit(s)
- Make a formal recommendation to President

Membership

- Chair – VPUA
- Committee
 - President's Chief of Staff
 - Facilities Director
 - VP - External Affairs
 - Dean (selected by Provost)
 - CSU Foundation representative
 - General Counsel representative
 - Faculty member (selected by Provost)
 - Director of Development (selected by VPUA)

Meeting

- Chair will call meetings as needed with close attention to the BOG meeting schedule to ensure timely completion of process



Honorary Naming

- Faculty/Staff must be deceased for at least one year or separated from the University for at least one year prior to consideration for an honorary naming
- If, however, a proposed naming is in response to a financial contribution, the requirement of a delay shall not apply
- Distinctive service defined:
 - long and illustrious career
 - exemplified values for which Colorado State University stands
 - brought great credit to the University through major scholarly, professional, or public service.




Naming of Administrative Units

- Includes: Colleges, schools, departments, centers, institutes and special units
- Amount determined by units' operating budget:
 - Gift should be at least three times the total annual operating budget
 - However, national ranking and visibility of the unit, as well as naming gifts of peer units in the discipline or on the University campus should be considered in determining appropriate gift amount.
- Three quarters of gift should be placed in an unrestricted endowment in support for the college/unit
 - This is a general guideline and can be adjusted based on Dean, director and/or donor needs and approved by UNC.
- Gift should be substantial and significant, even transformational in nature, enabling the unit to improve its competitiveness or distinction.




Naming of Facilities, Interior and Exterior Spaces

- Includes:
 - New, renovated, existing buildings/facilities
 - Classrooms, laboratories, meeting rooms, conference rooms, atriums, entry ways, athletic facilities, etc.
 - Gardens, water features, paths, quadrangles, plazas, etc.
- At least fifty percent of project cost for new or renovated facilities
 - Cost per square foot multiplied by square footage of area to be named
 - Facilities with a total cost greater than \$5M can be named for amounts less than 50% of the total cost. Naming gifts of similar facilities at peer institutions or similar facilities on the University campus should be considered in determining the appropriate gift amount.
- At least fifty percent of replacement cost for the space not undergoing renovation
 - As defined by Facilities Services
 - A portion of these funds could be placed in an unrestricted endowment to benefit the college/unit. This is a general guideline and can be adjusted based on Dean, director, and/or donor needs and approved by UNC.



Term Naming

- Typically namings are given in perpetuity; however, providing shorter term namings addresses a market need
- Gift agreement should clearly state term
- Term increments of 10, 15, 20, 25 years only
- Useful life of facility determined by Facilities Services
 - Typical - 50 years
- Should generate more than the perpetuity naming value over useful life
- Initial term value determined by dividing useful life by the term, then divide perpetuity naming value by that number
 - Example - 50 year useful life/10 year term = 5, \$10M perpetuity naming/5 = \$2M
- Subsequent term naming values determined by the Future Value of Money formula
 - interest rate multiplied by years since initial naming then multiplied by initial naming cost, then added to the initial value
 - Interest rate determined by then current IRS values
 - Example - $3\% \times 10 \text{ year term} \times \$2\text{M initial value} + \$2\text{M initial value} = \$2.6\text{M to name in year 11}$



Step by Step Process

Step 1: Submit Naming Opportunities to VPUA


- If naming gift meets all criteria, gift negotiations with donor move on parallel path
- If not, naming proposal should be submitted and approved prior to gift negotiations with the donor

Step 2: Submit Naming Proposal

- Should include: reason for request, justification of the naming, amount of gift or description of service (honorary)
- Proposal submission triggers a background check to be completed
- If \$250k or greater - submit to VPUA to advance to UNC. If less than \$250k - submit to VPUA - recommend to President

Step 3: UNC Review

- Will assess relationship to University, amount of gift, value of contribution (honorary), pledge (if needed), donor character, future gift potential, impact.



Step 4: UNC recommendation to President

- If approved by president, naming proposal advanced to BOG

Step 5: BOG Approval

- At next scheduled BOG meeting, naming proposal will be presented
- If approved, president and VP UA will sign all needed documentation

Step 6: Finalize documentation

- After being alerted of BOG decision, college/unit will finalize all documentation and develop appropriate recognition and announcement



Questions

BOARD OF GOVERNORS
May 2-3, 2013
Lory Student Center, Colorado State University, Fort Collins

FRIDAY, May 3, 2013

Board of Governors/ASCSU Breakfast

7:00 a.m. – 8:00 a.m.

BOARD OF GOVERNORS MEETING RECONVENED

COMMENCE MEETING - CALL TO ORDER

8:00 a.m. – 3:00 p.m.

1. PUBLIC COMMENT (10 min.)

8:00 a.m. – 8:10 a.m.

2. BOARD CHAIR'S AGENDA (30 min.)

8:10 a.m. – 8:40 a.m.

3. EXECUTIVE SESSION (1 hr. 30 min.)

8:40 a.m. – 10:10 a.m.

4. FACULTY & STUDENT REPRESENTATIVES' REPORTS (1 hr.)

10:10 a.m. – 11:10 a.m.

A. Faculty Reports

- CSU-Fort Collins: Faculty Report – Presented by Carole Makela (10 min.)
- CSU-Global: Faculty Report – Presented by Richard Weinberger (10 min.)
- CSU-Pueblo: Faculty Report – Presented by Frank Zizza (10 min.)

B. Student Reports

- CSU-Fort Collins: Student Report – Presented by Regina Martel (10 min.)
- CSU-Global: Student Report – Presented by Kandi Brown (10 min.)
- CSU-Pueblo: Student Report – Presented by Logan Gogarty (10 min.)

5. CHANCELLOR'S REPORT (1 hr.)

11:10 a.m. – 12:10 p.m.

Break/Working Lunch (10 min.)

12:10 p.m. – 12:20 p.m.

6. PRESIDENTS' REPORTS and CAMPUS UPDATES (30 min.)

12:20 p.m. – 12:50 p.m.

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

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

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

7. COMMITTEE REPORTS AND RESOLUTIONS (40 min.)

12:50 p.m. – 1:30 p.m.

A. Evaluation Committee (Dennis Flores, Chair) (10 min.)

B. Academic and Student Affairs Committee (Dorothy Horrell, Chair) (10 min.)

C. Audit and Finance Committee (Ed Haselden, Chair) (10 min.)

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

8. CONSENT AGENDA (5 min.)

1:30 p.m. – 1:35 p.m.

A. Colorado State University System

- Minutes of the February 4, 2013 Board of Governors Orientation Meeting
- Minutes of the February 6-7, 2013 Board of Governors Retreat
- Minutes of the February 7, 2013 Evaluation Committee Meeting

Colorado State University System
Board of Governors Meeting Agenda
May 2-3, 2013

- Minutes of the February 7, 2013 Academic and Student Affairs Committee Meeting
- Minutes of the February 7, 2013 Audit and Finance Committee Meeting
- Minutes of the February 7, 2013 Real Estate/Facilities Committee Meeting
- Minutes of the February 8, 2013 Board of Governors Meeting

B. CSU-Fort Collins

- Nondelegable Personnel Actions
- Approval of Spring and Summer Degrees
- Approval of Special Academic Unit – Graduate Degree in Public Health

C. CSU-Pueblo

- Faculty Handbook Change - Amending Department Chair selection process
- Faculty Handbook Change – Revision of conflict of interest disclosure procedure
- Faculty Handbook Change – Revision to language regarding handbook amendment procedure
- Faculty Handbook Change – Deletion of references to Charter School
- Faculty Handbook Change – Amending language pertaining to faculty employment
- Faculty Handbook Change – Updating University Librarian qualifications
- Approval of Spring Degree Candidates
- Administrative Professional Council Handbook Change – Amending Bylaws pertaining to Council Positions, Reporting Area Representatives/Council Representatives, Voting and Committees
- Approval of Employment Agreement: Provost and Vice President, Academic Affairs

D. CSU-Global

- Approval of Degree Candidates – Spring A term

9. **SYSTEM WIDE DISCUSSION ITEMS** (*1 hr. 15 min.*)

1:35 p.m. – 2:50 p.m.

A. **2013 Legislative Report** – Presented by Chancellor Michael Martin (*15 min.*)

B. **Non-traditional Revenue and Strategic Partnerships** (*1 hr.*)

- **CSU-Fort Collins** – Presented by President Tony Frank (*30 min.*)
- **CSU-Pueblo** – Presented by President Lesley Di Mare (*15 min.*)
- **CSU-Global Campus** – Presented by President Becky Takeda-Tinker (*15 min.*)

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

2:50 p.m. – 3:00 p.m.

11. **ADJOURNMENT**

3:00 p.m.

Next Board of Governors Retreat and Board Meeting: June 20-21, 2013 CSU Pingree Park Campus

APPENDIX

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

Section

1

Public Comment

This section
intentionally left blank

Section

2

Board Chair's Agenda

This section
intentionally left blank

Section

3

Executive Session

This section
intentionally left blank

Section

4

Faculty and Student Representative Reports

Faculty Report to the Board of Governors
Colorado State University
May 2-3, 2013

1. New Curricula
 - 1.1 Undergraduate
Concentrations in the major in Theatre (BA)
 - Directing
 - Performance
 - Playwriting and Dramatic Literature
 - Theatrical Design and Production
Leadership Studies Interdisciplinary Minor
 - 1.2 Graduate
Taxation Specialization in the Master of Accountancy (MACC Plan C)
Early Career Track Specialization in the Master of Business Administration (MBA)
Master of Computer Information Systems (MCIS Plan C)
Masters (Plan A & B) and Doctorate in Toxicology
2. Elections
 - 2.1 Faculty Council officers reelected for another term: Chair, Tim Gallagher; Vice-Chair, Mary Stromberger
 - 2.2 Faculty Representative to BOG: Alexandra (Alex) Bernasek, College of Liberal Arts, Dept. of Economics.
 - 2.3 Most Faculty Council committee openings have been filled for three-year terms.
 - 2.4 Numerous positions on Grievance Panel (14), Sexual Harassment Panel (5), and Discipline Panel (4) are open.
3. Code Changes
Changed the name of the Committee on Special and Temporary Faculty TO Committee on Non-Tenure Track Faculty, which is more inclusive and not dependent on specific appointment type.
4. Manual Changes
Grievance Panel and Hearing Committees: Revisions to Section K.
 - Deleted reference to by-laws as this is a pool/panel from which Hearing Committees are established
 - Spelled out Grievance Panel Chair's duties
 - Added orientation and training of University Mediators and Grievance Panel members to University Grievance Officer's (UGO) duties
 - Added University Mediator may be eligible to receive supplemental pay or adjustments in workload
 - Addressed evaluation of Mediators and UGO
5. Faculty Council Committee on Strategic and Financial Planning Report (February)
 - 5.1 Reduced carbon footprint with economic savings
 - 5.2 Needs for funding graduate student benefits, fellowships, and start-up funding
 - 5.3 CSU retirement plan contributions are less than peer institutions
 - 5.4 Reviewing \$30 million requests made at budget hearings (January)

- 5.5 Subcommittee working on stadium initiative issues developing a plan to minimize impacts on academics, if built
- 5.6 Action at February Faculty Council meeting changed Chair of the Classified Personnel Council status from non-voting to voting (Code change)
- 6. Revisions to Graduate Bulletin
 - 6.1 Clarify section on students' academic progress with steps for department to take if progress is unsatisfactory (plan, timeline, feedback, continue or dismiss)
 - 6.2 Added statement noting that graduate degrees must be approved through all channels before offered/advertised.
 - 6.3 Updated section on dissertations and theses to recognize electronic archiving for public access. Section includes information on copyright, publication, and embargo.
 - 6.4 Clarified graduate program credit to requirement consistent with Higher Learning Commission and CSU's current requirements.
- 7. Reports presented to Faculty Council
 - 7.1 Student Success Initiative (March)
 - Preparing the pipeline and assuring access
 - Promoting successful transitions
 - Student engagement outside the classroom
 - Student engagement inside the classroom
 - Academic initiatives

2020 Goals

 - 80% six-year graduation rate
 - 90% first-year retention
 - 60% four-year graduation
 - No graduation gap
 - 7.2 Stadium Initiative Analysis

Analysis of financial feasibility long and short term by Professor Louis Scharf (April) (presentation slides sent to Board).
- 8. Other Information/Actions
 - 8.1 60 + 60 articulation agreements. CSU has 44 agreements that facilitate transfer from community colleges without loss of credit.
 - 8.2 Colorado State University through its Division of Continuing Education, Online Plus, makes available 5 undergraduate degree completion programs, 22 master's programs—the majority professional degrees, and one doctoral program. In addition programs are offered off-site and in hybrid modalities.
 - 8.3 More than 80 courses have been approved for online delivery this year, equivalence with face-to-face delivery is reviewed for each existing course prior to approval.
 - 8.4 The offering of certificates is under study to assure compliance with state guidelines.

- 8.5 Programs dropped: Asian Interdisciplinary Minor (low demand); Major in Performing Arts (replaced with majors in Theatre (BA) and Dance (BA))
- 8.6 Approved new special academic unit—the Graduate Degree Program in Public Health (home of CSU’s Master of Public Health (MPH) as a partner in the Colorado School of Public Health).
- 8.7 The actions of Faculty Council are detailed in their annual report also submitted here minus the action items on the Council’s May 7th agenda.
- 8.8 Chancellor Martin is on the Faculty Council’s September 3, 2013 agenda for a report and discussion.

Submitted

Carole J. Makela

Faculty Representative to the Board of Governors

April 18, 2013

COLORADO STATE UNIVERSITY
FACULTY COUNCIL ANNUAL REPORT
TO THE BOARD OF GOVERNORS
July 2012 - May 2013

Current Faculty Council Officers:

Timothy Gallagher, Chair
Mary Stromberger, Vice Chair
Carole Makela, BOG Faculty Representative
Lola Fehr, Parliamentarian
Diane L. Maybon, Executive Assistant

Incoming Faculty Council Officers for 2013-2014:

Timothy Gallagher, Chair
Mary Stromberger, Vice Chair
Alexandra Bernasek, BOG Faculty Representative
Lola Fehr, Parliamentarian
Diane L. Maybon, Executive Assistant

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2012-13 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2012-13 academic year.

Action Items Requiring BOG Approval - 2012-13 Academic Year:

Academic Faculty and Administrative Professional Manual Revisions 2012-13:

- Section C.2.1.9.2 - The Standing Committees and Advisory Committees Named
- Section C.2.1.9.5.h - Committee on Strategic and Financial Planning
- Section C.2.1.9.6 - Advisory Committee Membership
- Section C.2.3.1.b - College of Applied Human Sciences
- Section E.2 - Types of Faculty Appointments
- Section E.10.4.1.2 - Extension of Probationary Period
- Section E.12.1 - Teaching and Advising
- Section E.14 - Performance Reviews
- Section K.3 - Grievable Actions
- Section K.11 - Grievance Panel and Hearing Committees
- Section K.12 - University Grievance Officer
- Section K.13 - University Mediators

Candidates for Degrees:

- Fall Candidates 2012
- Spring Candidates 2013
- Summer Candidates 2013

New Degree Programs:

- B.S. Fermentation Science and Technology
- Plan C - Master in Arts Leadership and Administration
- Master of Computer Information Systems

New Graduate Interdisciplinary Studies Programs:

- Department of Anthropology - Resilience of Social Ecological Systems

New Special Academic Unit:

- Graduate Degree Program in Public Health

2012-13 General Catalog Revisions (BOG Approval Not Required)

- Section 1.7 - Class Attendance Regulations

2012-13 Curricular Policies and Procedures Handbook

Definition of Instructional Format

2012-13 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)

Section B.1 - Graduate Degree Program

Section E.5 - Dissertation and Thesis

Section E.2.1 - Credit Requirements - Master Degree

Section E.3.1 - Credit Requirements - Graduate Student

Section E.13 - Scholastic Standards - Graduate Study

Section E.1.3 - Procedures and Requirements for all Graduate Degrees

Section F.2.3 - Graduate Assistantship - Terms and Conditions of Appointment

Routine Action Items for Faculty Council Approval (BOG Approval Not Required)

Confirmation of Faculty Council Parliamentarian & Secretary

Revisions to Student Course Survey (Written and On-Line)

Elections:

Faculty Council Officers

Standing Committee Members

Graduate and Undergraduate Student Representatives to Standing Committees

Grievance Panel

Sexual Harassment Panel

Discipline Panel

Annual Reports (2012-13):

Faculty Council Standing Committees

University Grievance Officer Annual Report

Changes in Curriculum - 2012-13

Recommendations for Continuance or Discontinuance of Centers, Institutes, and Other Special Units

Faculty Council Special Reports/Discussion Items 2012-13:

September 4, 2012 - How to Assess Teaching Effectiveness - Committee on Teaching and Learning

October 2, 2012 - Report on Draft FY-14 Budget - Rick Miranda, Provost/Executive Vice President

October 2, 2012 - Employee Climate Survey Summary - Mary Ontiveros, Vice President for Diversity

October 2, 2012 - CSU Tobacco Opinion Survey - Audrey Purdue, ASCSU Director of Health

December 4, 2012 - E-Mail Outsourcing Exploration - Patrick Burns, Vice President for Information Technology and Scott Baily, Director of Academic Computing and Networking Services

December 4, 2012 - Accessibility of Electronic and Information Technology - Jason Johnson, Deputy General Counsel, Diana Prieto, Director Office of Equal Opportunity, and Marla Roll, Director Assistive Technology Resource Center

February 5, 2013 - A Snapshot of CSU-Fort Collins Student Mental Health and Safety on Campus - Anne Hudgens, Executive Director, Hartshorn Health Service

March 5, 2013 - Update - Student Success Initiative - Alan Lamborn, Vice Provost for Undergraduate Affairs, Karla Gingerich, Professor Department of Psychology

April 2, 2013 - Main Campus Stadium Issues - Louis Scharf, Research Professor Mathematics, Professor Emeritus of Electrical and Computer Engineering

Faculty Council Campus Issues 2012-13:

Presidential Annual Evaluation (Executive Committee)

2013-14 Budget Planning Issues

University Strategic Planning Process

Issues Surrounding On-Campus Football Stadium

**MEMBERSHIP OF THE FACULTY COUNCIL
2012-2013**

OFFICERS

Chair: Tim Gallagher
Executive Assistant: Diane L. Maybon
Registered Parliamentarian: Lola Fehr

Vice-Chair: Mary Stromberger
BOG Representative: Carole Makela

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephen Koontz	Agricultural and Resource Economics	2013
Denny Crews	Animal Sciences	2015
Deb Young	Bioagricultural Sciences & Pest Management	2015
Steven Newman	Horticulture & Landscape Architecture	2013
Francesca Cotrufo	Soil and Crop Sciences	2014
Dana Hoag	College-at-Large	2013
Andrew Norton	College-at-Large	2013
Kelly Curl	College-at-Large	2015
Applied Human Sciences		
Molly Eckman	Design and Merchandising	2013
Tracy Nelson-Ceschin	Health and Exercise Science	2013
David Sampson	Food Science and Human Nutrition	2013
Jenn Matheson	Human Development and Family Studies	2015
Scott Glick	Construction Management	2014
David Greene	Occupational Therapy	2014
Sharon Anderson	School of Education	2015
Louise Quijano (Substitute for Kim Bundy-Fazioli Sabbatical Spring 2013)	School of Social Work	2014
Business		
Susan Lowensohn	Accounting	2013
Stephen Hayne	Computer Information Systems	2015
Patricia Ryan	Finance and Real Estate	2013
Jim McCambridge	Management	2015
Kelly Martin	Marketing	2015
Engineering		
Russ Schumacher	Atmospheric Science	2015
Brad Reisfeld	Chemical and Biological Engineering	2013
Suren Chen	Civil and Environmental Engineering	2015
Steve Reising	Electrical and Computer Engineering	2013
Don Radford	Mechanical Engineering	2014
Eric Maloney	College-at-Large	2014
Sudeep Pasricha	College-at-Large	2013

ELECTED MEMBERS	REPRESENTING	TERM
Liberal Arts		
Ann Magennis (Substitute for Mary Van Buren Spring '13)	Anthropology	2014
Eleanor Moseman	Art	2014
Elizabeth Williams	Communication Studies	2013
David Mushinski	Economics	2013
Michael Lundblad	English	2015
Ernesto Sagas	Ethnic Studies	2014
Antonio Pedros-Gascon	Foreign Languages and Literatures	2015
Robert Gudmestad	History	2014
Cindy Christen	Journalism and Technical Communication	2014
Gary Moody	Music, Theater, and Dance	2013
Michael McCulloch	Philosophy	2015
Bradley MacDonald	Political Science	2015
Ken Berry	Sociology	2013
Francisco Leal (Substitute for Mary Vogl through Spring 2013)	College-at-Large	2014
Alex Bernasek	College-at-Large	2013
Fabiola Ehlers-Zavala (Substitute for Eric Aoki Spring 2013)	College-at-Large	2013
Natural Resources		
Melinda Laituri	Ecosystem Science and Sustainability	2014
Paul Doherty	Fish, Wildlife, and Conservation Biology	2013
Yu Wei	Forest and Rangeland Stewardship	2015
Sally Sutton (Substitute for S. Egenhoff through Spring 2013)	Geosciences	2015
Stu Cottrell	Human Dimensions of Natural Resources	2014
Natural Sciences		
Eric Ross	Biochemistry and Molecular Biology	2013
David Steingraeber	Biology	2015
John Wood	Chemistry	2014
Robert France	Computer Science	2013
Iuliana Oprea	Mathematics	2014
Steve Robinson	Physics	2015
Benjamin Clegg (To Be Replaced)	Psychology	2013
Philip Chapman	Statistics	2013
Ed DeLosh	College-at-Large	2014
Mike Steger	College-at-Large	2013
Roger Culver	College-at-Large	2015
Carl Patton	College-at-Large	2015

ELECTED MEMBERS	REPRESENTING	TERM
Veterinary Medicine & Biomedical Sciences		

Scott Earley	Biomedical Sciences	2013
Daniel Smeak	Clinical Sciences	2013
John Rosecrance	Environmental & Radiological Health Sciences	2014
Gary Mason	Microbiology, Immunology and Pathology	2015
Terry Nett	College-at-Large	2014
Jeffrey Wilusz	College-at-Large	2014
Alan Schenkel	College-at-Large	2013
Susan Kraft	College-at-Large	2013
William Hanneman	College-at-Large	2013
C. W. Miller	College-at-Large	2015
Ronald B. Tjalkens	College-at-Large	2015

University Libraries

Nancy Hunter	Libraries	2014
Louise Feldmann	At-Large	2013

Ex Officio Voting Members (*Indicates Elected Member of Faculty Council)

Don Estep, Chair	Committee on Faculty Governance
Susan LaRue, Chair	Committee on Intercollegiate Athletics
Jerry Magloughlin, Chair	Committee on Libraries
David Greene, Chair*	Committee on Responsibilities & Standing of Academic Faculty
Mark Zabel, Chair	Committee on Scholarship Research and Graduate Education
Melinda Frye, Chair	Committee on Scholastic Standards
Jeff Wilusz, Chair*	Committee on Strategic and Financial Planning
Stephanie Clemons	Committee on Teaching and Learning
Eric Prince, Chair	Committee on University Programs
Howard Ramsdell, Chair	University Curriculum Committee

Ex Officio Non-Voting Members

Jennifer Aberle, Chair	Committee on Special and Temporary Faculty
------------------------	--

Ex-Officio Non-Elected Non-Voting Members

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Lou Swanson	Vice Provost for Engagement/Director of Extension
Robin Brown	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Jim Cooney	Vice Provost for International Affairs
Tom Milligan	Vice President for Public Affairs
Bill Farland	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Alan Lamborn	Vice Provost for Undergraduate Affairs
Amy Parsons	Vice President for University Operations
Craig Beyrouy	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Applied Human Sciences

Ex-Officio Non-Elected Non-Voting Members (Continued)

Ajay Menon	Dean, College of Business
Steve Abt	Interim Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ann Gill	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences

Mark Stetter
Joyce Berry
David Mornes

Dean, College of Veterinary Medicine and Biomedical Sciences
Dean, Warner College of Natural Resources
Chair, Administrative Professional Council



Faculty Data (As of March 2013)

- Total faculty - 308

Faculty Recruitment (July 1 – December 2012)

- Recruited 106 people during the time period.
- Placed over two dozen advertisements for faculty in paid and free advertising sites.
- Received 422 faculty applications via Interview Exchange.
- Faculty Referrals - 25

Faculty Demographics

- Percentage of faculty with Ph.D. as of December 2012 = 82% as of December 2012
- Percentage of minority faculty self-reported = 25.8% as of December 2012
 - Minority recruitment via Chronicle of Higher Education, Higher Ed Jobs, Ph.D. Project, America Association of Hispanics in Higher Education.

Faculty Training and Development

- Faculty Development Course and Participants
 - FCC100 Initial Training & Certification (7 total sections) 76
 - FCC250 Working with Adult Learners (3 total sections) 62
 - FCC300 Enhanced Instructional Technology (2 total sections) 27
 - Peer Review 122

Faculty Satisfaction Survey

- 88.8% satisfaction – The design of courses are conducive to student learning.
- 91.7% satisfaction – Course content is appropriately aligned with learning outcomes.
- 90.9% satisfaction – The courses I teach at CSU-Global are rigorous.
- 88.8% satisfaction – I feel supported as an instructor by the CSU-Global administration.
- 89.3% satisfaction – CSU-Global facilitates my professional development.
- 92.9% satisfaction – The technology used by CSU-Global is effective for performing my job.

COLORADO STATE UNIVERSITY – PUEBLO
FACULTY REPORT
MAY 2013

This report covers highlights since the February 2012 Board of Governors meeting.

CSU-P Spring and Summer Graduates

The Faculty Senate tentatively approved the list of graduates for Spring 2013 and Summer 2013. The total graduates and degrees are as follows:

	Spring 2013	Summer 2013
Total Undergraduate Students	567	218
Total Graduate Students	62	16
Total Baccalaureate Degrees	575	220
Total Masters Degrees	65	17

Award of all degrees is contingent of the final degree audit.

University Budget Board Status

The University Budget Board completed their primary objective in the report titled “Recommendations for Short-term Cost Savings for FY 2014” on April 5. Their recommendations were sent to President Di Mare, who met Chancellor Martin and CFO Rich Schweigert on April 15. Later that same afternoon President and CFO Marty Hanifin convened a University-wide employee meeting. There was universal relief at the conclusion of the meeting and the audience was very appreciative of the information and direction for the campus presented by President Di Mare. Employees were encouraged to do everything possible in the areas of student retention and recruitment. To that end, another “Calling Center” session has been scheduled by the Deans and Provost on April 23 to have current CSU-Pueblo students contact prospective students that have been admitted but not yet enrolled and to encourage them to register for the fall semester.

Faculty Workload Analysis

The committee created by Provost Kreminski to conduct the workload review is processing the data that was collected by the survey. The survey was extended briefly past its March 18 deadline to accommodate faculty schedules. One hundred and sixty three faculty members responded to the survey, of a possible two hundred respondents. The total number of all possible respondents is not a firm number due to sabbaticals, changes in employment status and other factors. The committee will produce two reports, one for Provost Kreminski to respond to Chancellor Martins’ questions and another for the fulltime faculty. The committee will have the report for the Provost before the end of the spring semester. The committee members are: Professors William Folkestad, Committee Chair, College of Humanities and Social Science; Sue Hanks, Hassan School of Business; Susan Calhoun Stuber, College of

Humanities and Social Science; Donna Wofford, College of Education, English, and Professional Studies; and Frank Zizza, College of Science and Mathematics.

Enhanced Retention Efforts

Retention expert Teresa Farnum was last on campus on March 18 to coordinate efforts between the many Action Teams created under her direction. The Action Teams met again to summarize progress on April 16. There are coordinated plans to establish pilot courses in English, Mathematics and University Studies. The courses are all credit-bearing, but allow students with limited academic deficiencies to enroll in classes that make progress towards the 120 credits for graduation while still filling in deficiencies from their secondary education. For both English and Mathematics, the situation for student with identified academic deficiencies would normally be to enroll in a “developmental course” and then later in a credit bearing “gateway course.” The new classes combine these courses for some students, but not all. These new courses are for more credit hours and cover a combination of some developmental materials with all the material from the corresponding credit-bearing courses. Evidence presented by Complete College America, as well as others indicates that college students do better when they are allowed to enroll in courses that carry some college level credit, as opposed to completely remedial courses.

Another course is being restructured to enhance the study skills of the students with the lowest Colorado college admission indices. Those with indices of 80 or less will be required to enroll in University Studies 151 to instruct them in the necessary basic tools for success in college. According to Dean Sonnema, courses like these are the most effective way to improve student retention. All of these pilot courses are scheduled for the Fall 2013 semester.

There has also been restructuring in the assorted tutoring programs across the campus, as well as a complete overhaul to the Early Alert System. That system allows instructors to identify students with difficulties in their classes at a point where interventions are still possible. Advisors are notified and a process to identify strategies to improve the students’ chances of success is presented to the student. Instructors will then be notified that the students have been contacted. All instructors will be required to affect some response at key points in the semester. The former system was entirely optional.

Course Evaluations

A second, new course evaluation system is being piloted. In the College of Science and Math, 16 sections are using the new system. Competing systems and the current system will be compared and recommendations formulated over the summer.

New CSU-P Provost

The search for a new Provost, which effectively began in early 2010, has come to a successful conclusion. Dr. Carl Wright has accepted the offer to become the Provost and Vice-President for Academic Affairs effective July 15, 2013. There were four finalists for the position, and all

candidates were particularly strong. Formerly Dr. Wright served as dean of the College of Business at Grambling State University in Grambling, Louisiana. Before that he held the positions of chairman of the Department of Accounting and Finance, as well as Vice-president of Business and Finance at Virginia State. His teaching background is in business and accounting. His financial acumen will be particularly appreciated over the next few years.

Faculty Senate Items

The AY 2012-2013 Faculty Senate concluded on April 15. Over the course of the academic year, many items were addressed and the final readings of many of those proposals were approved. Of note, the Graduate Catalog was substantially rewritten and the status of the Graduate Studies Board was clarified. Memberships on several campus committees were changed to permit better communication between committees. Also changes to the appointment letter form and corresponding Faculty Handbook language has been made. Changes were also made to the Conflict of Interest process as recommended by Counsel. Special thanks to Deputy Counsel Johnna Doyle for her assistance with Faculty Senate and the Faculty Handbook Committee.

The new AY 2012-2013 Faculty Senate then convened for the first time. The officers of the Senate were elected. Continuing as co-Presidents are Professors Susan Calhoun Stuber and Margie Massey. The Vice President will be Professor Richard Huff. The new Secretary will be Professor Tim Peters and Professor Frank Zizza will continue as the Faculty Representative to the Board of Governors.

Respectfully Submitted,

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

Frank Zizza, Ph.D.
BOG Faculty Representative

FORT COLLINS - STUDENT REPRESENTATIVE REPORT

COLORADO STATE UNIVERSITY

Regina Martel

May 2013 Meeting

A. ELECTIONS

I. NIGEL DANIELS AND ANDREW OLSON ELECTED TO LEAD ASCSU FOR 2013-2014

After a two and a half week elections process, Nigel Daniels and Andrew Olson were publically elected by the student body of Colorado State University as the President and Vice President of the Associated Students of Colorado State University for the 2012-2013 year. As the Administration-Elect, the two will work over the next two months to set up their administration for the year including creating and approving an executive budget of over \$2.0 million, hiring of their cabinet, and preparing for the next 12 months.

VOTING STATISTICS:

- 4,907 undergraduate and graduate students out of 24,426 eligible voters
- First year: 875
- Second year: 1,189
- Third year: 1,273
- Fourth year: 1,297
- Graduate (all types): 273
- 20.09% turnout, a .05% increase from 2012 election
- Nigel Daniels and Andrew Olson (winner) – 2,997 – 64.3%
- Wendy Bowling and John Stockley – 1,664 – 65.7%
- 8 (0.2%) ballots were a no vote
- 145 (2.9%) were cast for ineligible, write-in candidates
- ASCSU Constitution: yes: 4,335 (89.81%) no: 492 (10.19%)

The official transition from the current administration to the incoming administration will take place on June 1st. Nigel Daniels, President-Elect, will serve on the Board of Governors of the Colorado State University System, replacing President Regina Martel.

B. GOVERNMENTAL AFFAIRS

I. ASCSU TUITION TASK FORCE

Following the charge of the Tuition Task Force, the group met with university officials, different groups on campus and sent out a student voice survey to gauge student input on the different options for tuition. The group found that most students are looking for a compromise somewhere between the rising cost of tuition, and keeping qualified professors here on campus.

C. RAMRIDE

I. RAMRIDE ADVISORY BOARD SEEKS BIG CHANGES

The RamRide Advisory Board is composed of the following people who are either experts in the program, are a strong stakeholder or have a vested interest in seeing the program continue to succeed:

- Chair: Chelsey Green, ASCSU Director of RamRide
- Chair: Robert Duran, ASCSU Chief of Staff
- Regina Martel, ASCSU President
- Chief Wendy – CSUPD
- Lt. Russel Reed – Fort Collins PD
- Pam Norris – Director of SLiCE, ASCSU Advisor
- Emily Allen – Off-Campus Life/City Liaison
- Jeannie Ortega – Director of Off-Campus Life
- Dell Rae Moellenberg – Public Relations
- Jody Donavon – Dean of Student
- Josh Zugish – CSU General Council
- Lance Wright – Director of ASAP

The group comes together and meets everyone other week and will continue to do so throughout the end of the year. There will be a formal charge that will allow for the continuation of the Board regardless of the administration that comes in.

Throughout the meetings the group has gotten acquainted with where the program is right now and where it is looking to go in the future. The group came up with four big ideas to get things moving with the program. The first was to hire an External Review. We made contact with the supervisor of the safe ride program at Boulder. Andrea Zelinko received her masters from CSU in the SAHE program and then worked with Alcohol and other Drugs Education before working with CU. She toured our facility, interviewed with RamRide folks, ASCSU leadership, Director of SLiCE and of the Student Center. She came back with a number of recommendations. One recommendation was that we hire a full time staff to oversee RamRide. We have processed the paperwork and working on the logistics of what the position will look like.

The RamRide Advisory Board also recommended sending out a student voice survey. The results showed that about 30% think that they pay between \$1.00-\$3.00 for the service and about %32 think that they pay between \$4.00-\$6.00 for the service. In reality students are paying \$2.67 for RamRide. Upon a presentation to Senate RamRide will be requesting an increase of about \$1.00 to allow for the increase in RamRide staff, pay for the full-time staff, and to pay for a new dispatch system. Our administration is also recommending that the Director of RamRide be hired by the Advisory board and deputy directors be hired by the director and by the full time staff person.

The final recommendation from both the RamRide Advisory Board and from the external review is to start the process of looking for a new dispatch system. Because the dispatch system will cost much more than \$5,000 we have started to involve university leadership in the bid process in order to make sure that we follow necessary procedures.

We will be putting all of the progress that we made into an MOU that will serve as documentation for the progress that we have made this year in order that they can start from this point over the summer.

II. RamRide Statistics (as of 4/17/2013)

RamRide Ridership – As of April 17, 2013					
Year	# Cars Thursdays	# Cars Fri/Sat	Avg Wait Time	Total # Rides Given	Total People Transported
2012-2013	9	19	40 mins	7,540 YTD	21,314 YTD
2011-2012	9	20	47 mins	8,843	26,140
2010-2011	6	15	95 mins	7,383	22,668

LORY STUDENT CENTER RENOVATIONS

- I. Preparations for the move to the MAC gym have started. We will be in a space half of the size of our current suite in the student center. We will be right next to SLiCE and about ten other offices from the student center. We will be using this is an opportunity to get to know other offices and how it can help our office and how we can help other offices. We will officially be moving the week right after finals. The process out of our current space has led to finding a lot of great historical documents, as well as some items that we just have not seen for a while.

Looking at the plans for the space that we will have following the renovations, the student center will be a great place for ASCSU. We will have glass windows facing the plaza as well interactive displays of twitter feeds where students can interact in real time with student government. These are just some of the great things that will come from the space! Looking forward to move in the move back in 18 months.

Respectfully submitted,

Regina Martel



Academic Excellence

- CSU-Global Establishes Chapter of Golden Key International Honour Society:
 - CSU-Global is proud to have joined more than 400 colleges and universities around the world that have established a chapter of the Golden Key International Honour Society. Membership to Golden Key is by invitation-only and recognizes students who set a high standard for scholastic achievement. Benefits of Golden Key include networking opportunities, scholarships, career services, and more. CSU-Global students who are eligible for membership have begun receiving initial invitations and are very excited.
- The Library and Smarthinking Tutoring/Writing Service teamed up to present resources from both areas with live sessions on March 18th and March 20th. We had great success with an attendance of 51 students and faculty!! Both the Library and Smarthinking Tutoring/Writing Service will continue these sessions each trimester.

Expand Statewide Presence

- Marketing launched a photo promotion powered through social media called “Where do you CSU-Global?” that will run all summer long.
 - Our students and alumni achieve their educational goals all around the world and travel to some amazing places. This promotion gives them the opportunity to share that unique journey with us by taking photos of themselves with a CSU-Global pennant to help us show that being an online students doesn’t mean sitting at home in your pajamas doing homework.
- Spring brings an up-swing in invitations to visit our Affiliate locations...thus far; we have invitations from United Airlines, Farmers Insurance, Caesars Entertainment, Boeing, and DISH Network.
 - New Affiliates added:
 - Safeway
 - Terumo BCT
 - TW Telecom
 - Affiliate Prospects “in the works”:
 - DaVita
 - Progressive Insurance

Board of Governors of the
Colorado State University System
May 3rd, 2013
Student Representative Report

- HP: Hewlett-Packard
- Nelnet

Opportunities for Building a Stronger Future for Colorado

- The CSU-Global Leadership Library was launched in March.
 - The Leadership Library provides an opportunity for staff and faculty to take advantage of over 25 free leadership-based elements within our Blackboard system. Each element within the library is focused on a specific area of leadership and contains information designed to support the professional growth and development of faculty and staff. Upon receiving a grade of 80% or better on all Check Your Understanding questions per Element, participants receive a Certificate of Leadership Excellence

Student Success and Advancement

- Every CSU-Global student has their own reason for wanting to pursue a degree. Each story is as unique as the students that make up our student body. Here are two we hope you will enjoy:
 - **Julie Spencer, B.S. Business Management expected graduation date 2013**
 - **Thomas Whitely, B.S. Business Management Class of 2012**



Student Representative's Report

Colorado State University-Pueblo

Logan S. Gogarty

- **President's Dinner-** The date and time have been set for May 17th at 5pm which is an hour prior to the Presidents Gala. This will be a special reception for past, present, and future ASG Presidents. Invitations have been sent off and we are hoping to have around 50 attendees. This will be a great opportunity for people that were once very involved on campus to get back on campus and get excited about being a part of the campus community again, especially since a lot of these people currently live in Pueblo. This event will also help the newly elected President Vanessa Emerson gain knowledge and advice from people that have gone before her.
- **Wolfie's List-** Currently Wolfie's list is being used via Facebook. We have around 300 members, with new members joining and posting on a weekly basis. Wolfie's list was created in order to provide students with a medium where they can buy/sell/trade books, cars, and really anything. The advantage to using Facebook is that in order to join the Wolfie's list group page students must provide a colostatepueblo.edu email address. This keeps the community a lot safer as students are dealing with other students instead of random community members. We will continue to use the Facebook page while a more professional web site is developed.
- **Pueblo City Center Partnership-** I have resigned from my Pueblo City Center Board position and Vanessa Emerson the newly elected President will be briefed and hopefully voted on during the month of April. This board will help continue to bridge the gap between the University and the community of Pueblo as we collaborate with local leaders and work together on some of the struggles that Pueblo faces.
- **Parking Task Force Committee-** Both the Associated Students' Government and the University Leadership Team have developed parking ad-hoc committees to look at the parking issues. The

ad-hoc committee for ASG has created a resolution to address the issues with the parking permits Senate Resolution (SR 13-0). The parking task force committee has been able to address all the major concerns and has reduced the amount of different parking passes making it much simpler for students to buy a parking pass and avoid fines due to confusion. (Please see appendix A for more details regarding the proposed changes.)

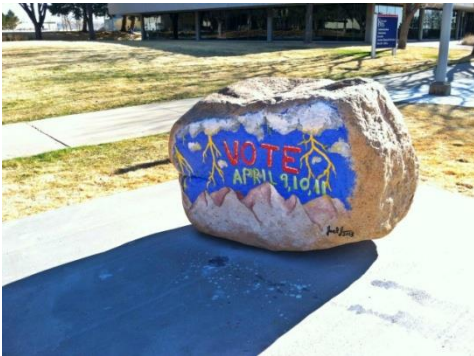
- Pepsi Grant-Communication Kiosks- We received \$5,200 to place 3 communication kiosks on



campus. I've spoken with Debbie Proctor, the project planner in the physical plant, and she hopes to have them all installed before the end of the semester. I also have the PR committee finishing legislation to get rid of the flyer approval process, making it effortless for students to post information on these communication kiosks. These efforts will improve awareness and communication on campus and give students a "go to place" for information.

- Student Fee Governing Board- The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees, including the activities portion of the Student Affairs Fee. The SFGB also reviews requests for new, elimination of existing or changes in existing, campus-wide Permanent Student Purpose Fees. We have been meeting regularly and reviewing budget reports for last year's fee usage in every department. The board is making sure that the students' fees were appropriately used and recommending ways to use the money more effectively next year. We have also changed the by-laws this year allowing SFGB to take control of various student fee committees such as the student recreation fee and student athletic fee. This will help ensure that the various committees are meeting and getting student input on how their money is being spent.

- Spirit Rock- With the help of the physical plant the Associated Students' Government has



finalized the spirit rock project and most everyone is pleased with the results. This rock will be used by anyone wanting to paint messages, inspirational quotes, advertisements for upcoming events etc. Currently the election commission is using it to promote voting in the student elections.

- Marketing Task Force Committee- President Di Mare has appointed a marketing task force committee. On this committee we have representatives from every constituent group. We have been discussing everything from recruitment to retention and making plans to increase enrollment. During our last meeting I gave ideas regarding a pride campaign, setting recruitment

goals for each department and joining together in helping this University grow. I also suggested looking into a referral system for students and the logistics of that process. Some other ideas suggested had to do with making it easier for professors to eat on campus so that we can build a closer knit community and give students the opportunity to visit and eat with the professors out of the typical classroom setting.

- University Budget Board- I helped participate and score 100 different programs which contributed to the finished document submitted to President Di Mare. This document contained a lot of different cost saving and revenue generating ideas for the executive cabinet to consider. I feel comfortable with the process we used understanding that any process of this sort has its flaws. The board did the best it could in recommending where money could be saved. In the end I believe that the board supports the cabinet with whatever they decide to do.
- OUC Advisory Committee- Although we are in desperate need of a student center, the OUC advisory committee works to make the current student center the best possible. This year we decided to make more student space giving the students a place to relax. In the basement of the OUC, also known as the underground, we have advised Chris Frendrich, in charge of auxiliaries, on how to make this space more useful. Chris has done a great job putting in TVs, an Xbox, pool tables, a foosball table, and ping pong table. Furniture has been purchased and placed and everything is ready to go. We had a soft opening last month to inform people that it existed. Next semester the Underground will be available for student's every day. A schedule and staffing are being decided on and this will provide students with a decent place to hang out until the OUC is renovated.
- Dean Advisory Councils- Every college has held at least one Dean Advisory council. The senators of the various colleges sit on the advisory councils as representatives. They represent students in each particular college and try to address student needs and concerns. The other duty of Senators that represent particular colleges is to help review course and program fee changes in each college. This past semester Chris Frendrich held training for the senators to help prepare them to review course and program fees and make educated decisions in order to better represent the students in their particular college.
- 33 things to do before you graduate- We are finalizing the list of the 33 things to do before you graduate card. This will be finished before the end of the semester and all incoming freshmen will get a copy to keep in their purse or wallet. We will also include the list in the free planners that are given out each year. These things will help foster and articulate traditions helping connect students with the campus.
- Foot Prints- In order to ensure a better transition for the next Associated Students' Government administration our Chief Justice has set up a program called foot prints. Essentially every member of ASG will create a two page document explaining the initiatives they've completed and the projects that are still underway. All of these "footprints" will then be compiled and

stored in the ASG office leaving the next administration with a clear understanding of what we accomplished and what is partially completed bring them up to speed quickly.

- *Facility Fee proposal*- The facility fee committee has come to a decision on how to spend the residual facility fee monies that have been saved for the past few years. This committee has sent a proposal to the President suggesting that this money be used to turn an irrigation ditch that runs through the middle of campus into Wolf Creek. Wolf creek would be an initiative to beautify the campus and provide more useful and enjoyable space for students to gather. We would like to see each college adopt a section of the creek to take ownership in making sure it stays clean and adding plants and benches.

Logan Gogarty

President

Associated Students' Government

Colorado State University-Pueblo

2200 Bonforte Blvd

Pueblo, Colorado 81001-4901

Office: 719-549-2866

E-Mail: ls.gogarty.se@colostate-pueblo.edu

Web: <http://www.colostate-pueblo.edu/asm>



Associated Students' Government of Colorado State University-Pueblo

Accountability Report
2012 - 2013

Logan Gogarty & Rafeal Elliott
Administration

Colorado State University-Pueblo
2200 Bonforte Boulevard
Pueblo, CO 81001
Office: 719-549-2866
Email: asg@colostate-pueblo.edu



Table of Contents

Letter from the President

About the Associated Students' Government

ASG Organizational Diagram

Associated Students' Government Accountability Report 2012-2013

ACADEMIC AFFAIRS

Academic Advisor Evaluations

Course Evaluations

Course and Program Fee Training

Opportunities for Science and Math students

Dean's Advisory Councils (DAC)

CHASS DAC (College of Humanities and Social Sciences)

CSM DAC (College of Science and Math)

HSB DAC (Hasan School of Business)

STUDENTS AFFAIRS

Readership Program

Facility Fee Committee

The Underground

33 Things to do Before You Graduate

Financial Aid Customer Service Training

Campus Safety Walk

Parking Task Force Committee

DSAC (Dining Services Advisory Committee)

Student Health Center Walk-In Hours

Concealed Weapons on Campus

PUBLIC RELATIONS

Campus Advertising

ASG Interactive Forum

ASG Tabling

Textbook buyback



Table of Contents

PUBLIC RELATIONS

Biweekly Pay
College to High School Recruiting
Harlem Shake
Digital Signage
Board of Pueblo Student Advocates (BOPSA)
Pueblo City Center Partnership
Communication Kiosks
ASG Past Presidents' Dinner
Spirit Rock
Rev89

INSTITUTIONAL TECHNOLOGY

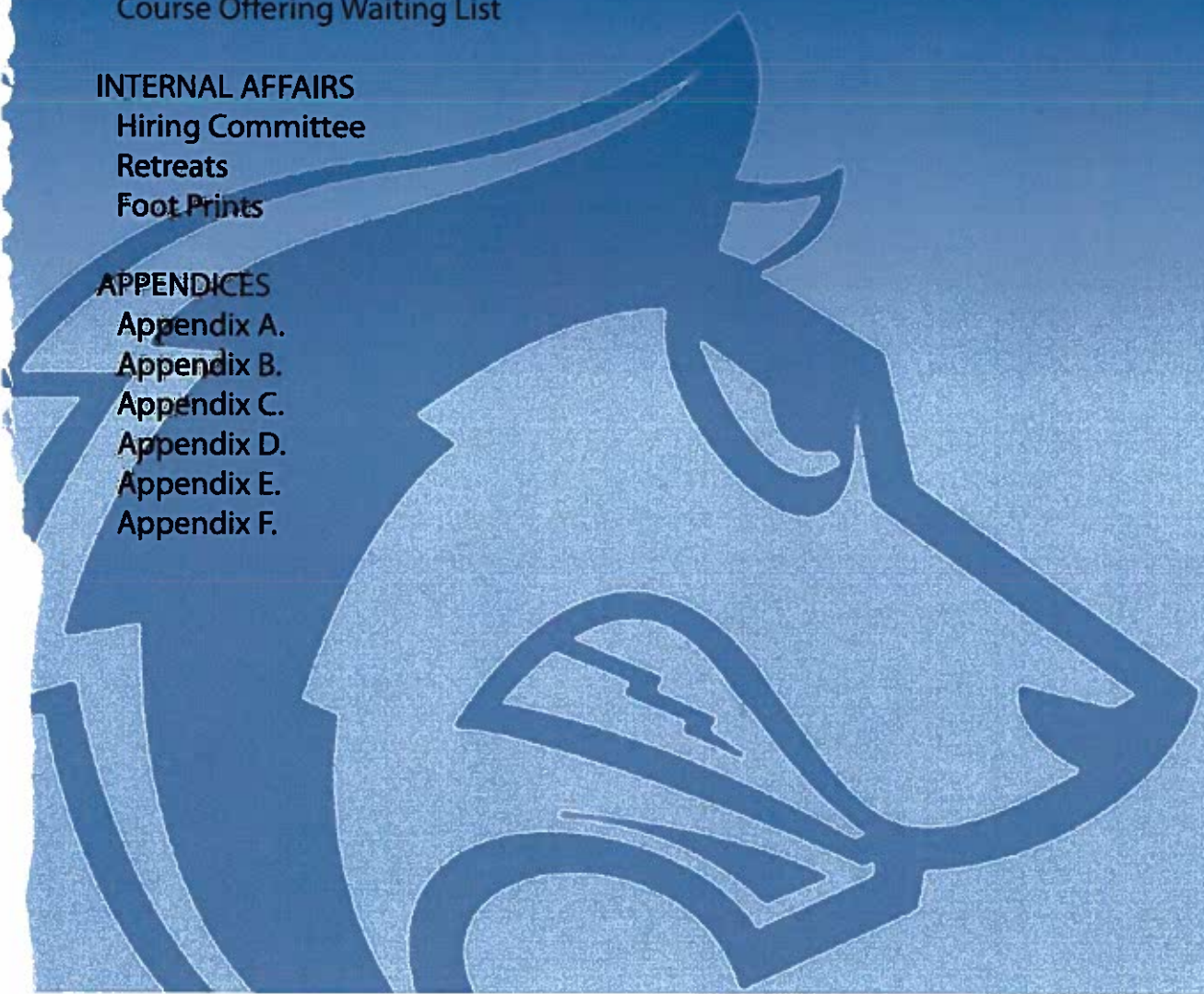
Wolfie's List
Course Offering Waiting List

INTERNAL AFFAIRS

Hiring Committee
Retreats
Foot Prints

APPENDICES

Appendix A.
Appendix B.
Appendix C.
Appendix D.
Appendix E.
Appendix F.





LETTER FROM THE OFFICE OF THE PRESIDENT

My Fellow Students,

It has been a great pleasure representing and serving you this past year as Student Body President. It has been one of the most fulfilling and exciting opportunities of my life. As the year is drawing to a close, I have been thinking about all the projects and initiatives that I and ASG have completed. I thought it would be a great idea for me to share them with you in this 2012-2013 accountability report. This report has excerpts from almost all the ASG members who have contributed in University changing projects.

In this report, you will find projects that we have completed, and ones that we will strive to complete to ensure that your experience at CSU-Pueblo is an enjoyable and beneficial one. The 2012-2013 year has had its ups and downs, but has been a learning experience that will reshape the way that people view our campus, and how we, the students, see our home away from home.

As your representatives on campus, ASG has been working hard for you and the Red, White, and Blue. With your support, input and time, we will make this campus exactly the way we want it. ASG is dedicated to you through and through. Whatever the matter, big or small, we are here for you. I encourage anyone who has a concern to step up and represent those who may not, or those who just can't find the time. ASG can always use volunteers to sit on University Committees. If you want to have a say in any campus matter, ask one of your ASG members how to get involved.

I wish you all the best in your future endeavors and encourage everyone to see their education through to the end. The faculty, staff, and administration are available to support you in every step of the way. You can change the world, and CSU-Pueblo is here to help.

Stranger As A Pack

Logan S. Gogarty

President, Associated Students' Government

Colorado State University-Pueblo

2012-2013



About the Associated Students' Government

The Associated Students' Government (ASG) is the students' governing body and promotes student life as well as the general welfare of the student body. It also addresses student concerns and/or complaints regarding any campus issue. ASG works hard to make students aware of administrative decisions on campus by having senators as representatives on most of the boards and committees on campus.

ASG functions through three branches of government: Legislative, Executive, and Judicial. The Legislative branch, the ASG Senate, is composed of 14 senators elected from the student body. It is presided over by the Speaker. The Executive branch consists of the President, Vice President and Cabinet. The Judicial branch is composed of up to five justices, one of whom is designated the Chief Justice. The Senate meets weekly.

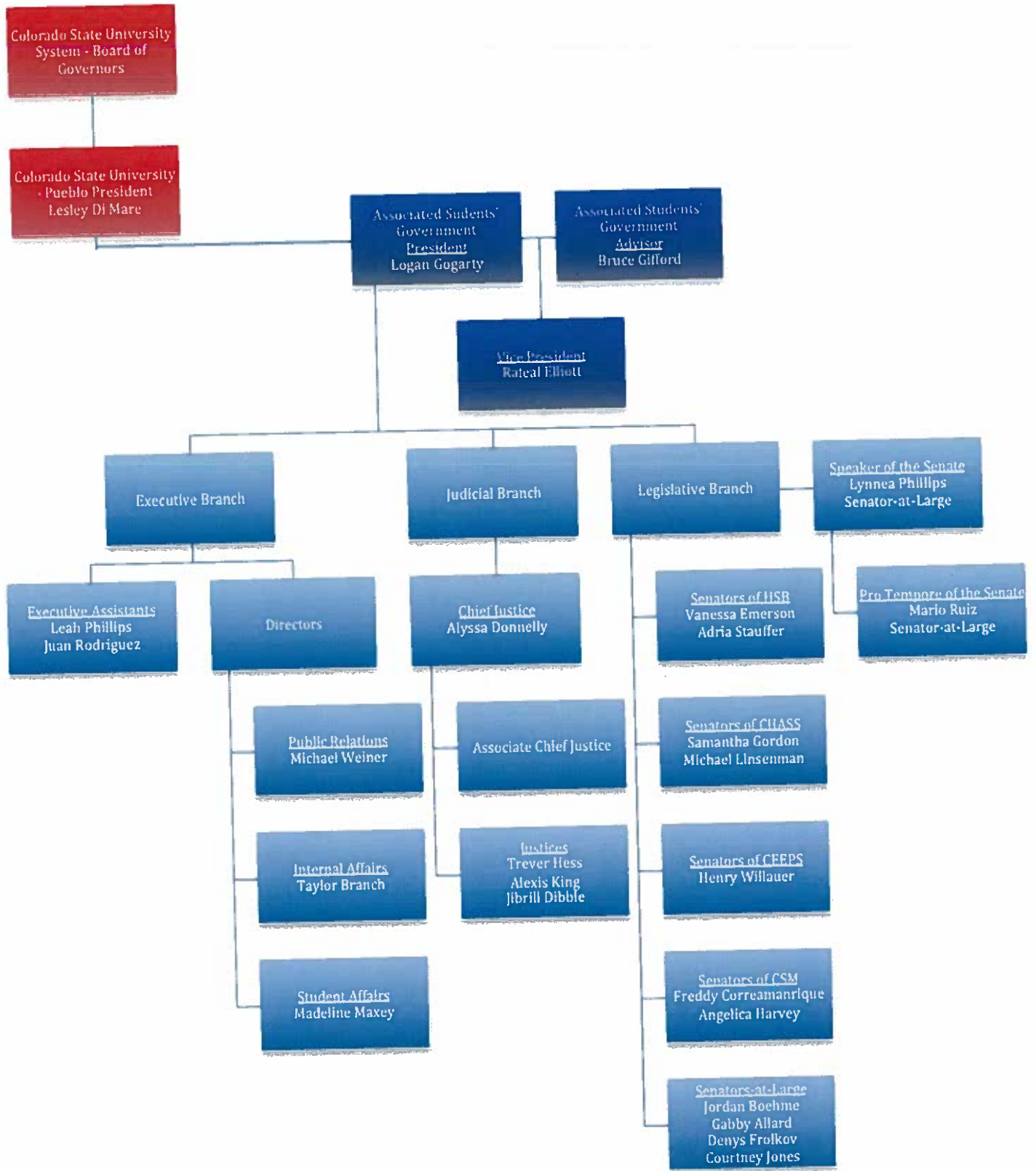
Contact (719) 549-2866 for more information.

Mission Statement

The Associated Students' Government of CSU-Pueblo is dedicated to advocating on behalf of students and their concerns, bridging the gap between faculty and student leaders, as well as establishing a productive and dynamic learning environment. ASG will serve as a liaison for students to staff, faculty and administration. It is our mission as student representatives for the student body to create a positive and conducive collegiate atmosphere that will establish a strong personal and professional foundation that will propel students into a successful future.



ASG Organizational Chart





ACADEMIC AFFAIRS

Academic Advisor Evaluations

One of my projects was to implement Evaluations for Academic Advisors. What I quickly realized was that these evaluations were already in place, but were not being adequately advertised. To see what I could do to fix this, I contacted Pam Chambers, Interim Director of Student Academic Services and CSU-Pueblo's Academic Advising Council. Interim Chambers and I had our first meeting on Wednesday February 27th at 2:00 pm, and we went over a lot of topics.

First, Interim Chambers informed me that the reason I could not find Academic Advisor Evaluations anywhere on the CSU-Pueblo website or on PAWS was because these Evaluations are only made available from March 11th through May 17th every school year. During the 2011-2012 school year, the Academic Advising Council received about 600 responses from the student body. The year before that, they received a little more than 700 responses. We discussed this decrease of student input and agreed that it is a problem that needs to be fixed.

Interim Chambers explained that when they get responses, they have a program that compiles the results. They then send the results (by department) to the Dean and Chair of each department so that issues can be addressed. Right now, evaluations are broken down by department, not by specific advisors. This was a red-flag for me. Just as Professors are held accountable by their students through their own individual evaluations, so should Academic Advisors be. I voiced this concern to Interim Chambers and she said she understood, but that any changes in this would not be able to go into effect during this year (2013) and would have to first be approved by the Provost.

Interim Chambers then broke down the parts of the Evaluation itself to me. She showed me the Academic Advising Council's written "Goals for Advising" which can be found on the school website under the title: "Advising Handbook." She said that in the past, the evaluation form has only covered a few of those goals, so they took it upon themselves to write up a new evaluation that would cover the missing goals (which was to be implemented this year—March 2013). Their plan is to switch between both versions of the Academic Advisor Evaluations every other year. For example, the old evaluation –which was used in 2012 – will be reused in 2014, while the new evaluation – which was used this year, will be reused in 2015. I asked Interim Chambers how difficult it would be to distribute the evaluations every semester rather than every year, and she suggested I bring that up with their Committee at the next Advising Council Meeting.

As far as advertising, they have already been utilizing the Thunderwolf Howl, T-Wolf, PAWS, the Electronic Message Board, and flyers around campus to get students to evaluate their advisors. I suggested they also send out a campus-wide email to students, as well as get each Department to make announcements –via teachers, advisors, etc. I also brought up the idea for a few ASG members to set up a table in the library on a day during the time that Evaluations can be filled out, allowing students to come and fill out the forms right there (using laptops, tablets, or whatever else we have access to).

On March 7th, I met with the Interim Chamber's Advising Council Committee, and brought up my two main concerns: 1) the evaluations would better serve the students if they were administered each semester rather than yearly, and 2) there should be a spot that asks for the advisor's names on next year's evaluations (so that each individual advisor is held accountable in the same way that teachers are). It was obviously too late in the year for these changes to go into effect, but the Council told me they would take it into strong consideration for next year.

-Senator Allard



ACADEMIC AFFAIRS

Course Evaluations

Last summer I met with Dean Kreminski the Interim Provost, regarding course evaluations. After hiring a Director of Academic Affairs, I turned most of this project over to her. She reported that the Academic Affairs Board was working to do a beta test of some new ideas to utilize the evaluations in a more effective way. The idea was to do several evaluations throughout the semester to help the professor improve as the semester moves along instead of waiting to get all of the feedback at the end. This idea yielded some results that were be positive to help the education at CSU-Pueblo become more effective for both professors and students alike.

-President Gogarty

Course and Program Fee Training

In the spring semester the Academic Senators from each college, College of Education Engineering & Professional Studies (CEEPS), College of Humanities & Social Sciences (CHASS), College of Science & Math (CSM), and Hasan School of Business (HSB) were trained by the Student Fee Governing Board (SFGB). In previous years, the SFGB had been the body that had oversaw all student fees; mandatory and course, program and department (CPD).

Over the summer, the Interim Vice President of Finance and Administration, Delores Sanford, was checking into CCHE (Colorado Commission on Higher Education) policies to be more uniform with other Universities in how SFGB handles student fees and charges; specifically definitions, structures and processes. During this time, the Administration was working on the University Institutional Plan for Student Fees and Charges which led to a few changes to the Student Fee Governing Board structure and duties. (This process has already been approved by The Board of Governors, BOG).

At first sight it seemed to have taken power and voice from SFGB, but it just lightened the burden of having to review so many fees and allowing students in each College/School to have more input in their own CPD fee processes.

Status:

Completed – This process will continue to happen in the Fall semester of each academic year to ensure that the students of each College/School have the best representation in CPD fee processes.

-Vice President Elliot



ACADEMIC AFFAIRS

Internships for Science and Math Students

In all the time that I had been here, I noticed that there never seemed to be very many options as far as internship opportunities are concerned for the students within the College of Science and Mathematics. I spoke with Michelle via email as well as in person and discussed why this was the case. She explained to me that there aren't very many opportunities in the immediate area of Pueblo concerning students in CSM. Most of the job opportunities are farther north and when employers go out in search of students, they remain relatively close to their area. Michelle and I both expressed how unfortunate the situation was because we both recognize and agree that there aren't enough opportunities for students in CSM. She informed me of all of the groups that used to come to campus in the past and there were actually quite a few, but things just changed over the years and some businesses never returned. I learned that the businesses that do come to campus contact Michelle in order to reserve a spot in the career fair, she does not call them, which is probably another reason as to why there aren't as many opportunities for students in the sciences. Despite this, Michelle went over the list of employers that normally come to campus and we were able to get a few more groups to come to campus (i.e. St. Mary Corwin, Bechtel in Pueblo). I asked her if it would be ok for me to look up different companies and reach out to them and ask if they would like to come to the career fair here in Pueblo, to which she said was a great idea. Michelle was (and still is) very open to new ideas and was adamant about finding new companies to bring to campus.

-Senator Harvey

Dean's Advisory Councils

Through the efforts of the Director of Academic Affairs and all of the Senators that represent colleges, each College/School has held at least one Dean's Advisory Council meeting. The senators of the various colleges sit on the advisory councils as representatives. They represent students in each particular college and try to address student needs and concerns. Next fall, we hope to combine all the DACs for one group meeting to make sure the Deans and various representatives understand the purpose of the councils and how to make them effective.

-President Gogarty



ACADEMIC AFFAIRS

CHASS DAC

I was finally able to hold my first DAC meeting on Monday, February 18th. I had flyers made and I made sure that numerous emails were sent out to notify the students (however, I am not sure how many emails were actually sent out from the different departments). Unfortunately, there was not a huge turnout. There was myself and two other ASG members, and then about four or five students who stopped by, mainly for pizza. However, even with the small amount of participation, I thought we had a good conversation.

We talked about CHASS for a while and then also just other issues that the students brought up. I had hoped to plan another DAC meeting, but Dean Sonnema and I were having a lot of schedule conflicts so that we could never plan one. However, during one of the Academic Affairs meetings I was able to talk to Lia Sissom, the advisor for the HSB DAC and she gave me some really good insight about how to better advertise for our DAC. She suggested that next semester I talk to the different department chairs and have them suggest one or two students that they think would be good students for the DAC. Dean Sonnema also wanted to make it mandatory that every club/organization president be in attendance at all DAC meetings.

-Senator Gordon

CSM DAC

The two senators of CSM, as well as the Dean of CSM, sit on the council. The department chairs, as well as at least one student representative from each club throughout the CSM, were asked to sit on this council in order to get full representation. We were successful this year in having the department chairs come to the meetings as well as a few students, and generated a list of things that could be improved in the College of Science and Mathematics.

The most notable thing that was accomplished was purchasing and assembling the suggestion boxes to be put up in the chemistry, life sciences, and math buildings. They are not currently up, but should be up by the Fall of 2013. It is anticipated that the comments obtained from the suggestion boxes will provide some substance/topics to be discussed at each of the DAC meetings.

-Senator Harvey



ACADEMIC AFFAIRS

HSB DAC

As the representative for the School of Business, I worked closely with Dr. Raymond and his advisory council. The HSB is a school which is known for strong advisorys. The semester which I sat on this advisory council, we held various events and we participated in community events. In our school, we also had tabling sessions and put our name out there for our students to know that we are there to serve them and voice their opinions and concerns. The Dean's Advisory Council meets every other week, normally, and they have a set time for their meeting. Our suggestion box has been a success, and not only did we receive them, but also we took those suggestions and took them into consideration when we had discussions in our Dean's Advisory Council Meetings.

-Senator Emmerson

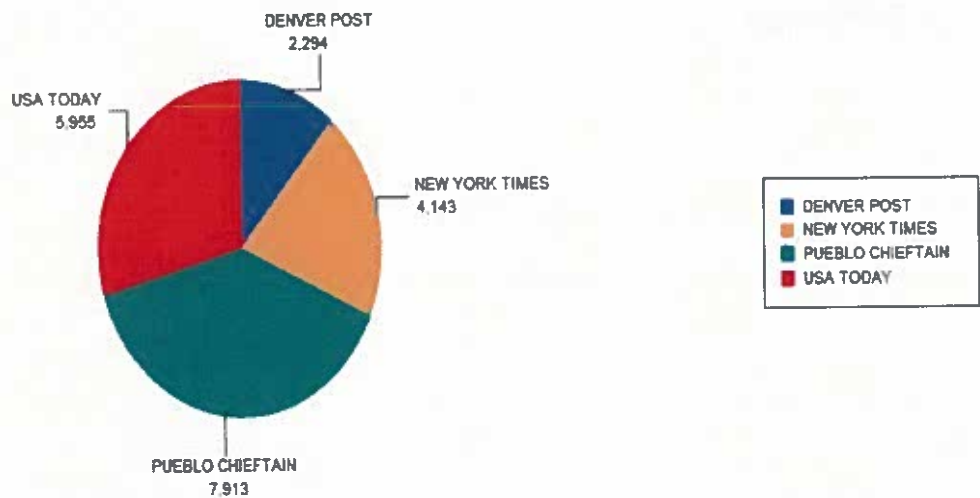


STUDENT AFFAIRS

Readership Program

This year we kept the contract for the readership program and again received an allocation from the student affairs fee and contributions from the College of Science and Mathematics, College of Education, Engineering and Professional Studies, Hassan School of Business, College of Humanities and Social Sciences and Library and Academic Resources Center. As well we received a donation from the Library to help fund the program. The faculty members have been encouraged and instructed on how to use the newspapers in their classes providing students with relevant real world instruction. The program has been a great success this year.

Total Newspapers Read



20,305 Total Newspapers Read

-President Gogarty



STUDENT AFFAIRS

Facility Fee Committee

The facility fee committee has come to a decision on how to spend the residual facility fee monies that have been saved for the past few years. This committee has sent a proposal to the President suggesting that this money be used to turn an drainage ditch that runs through the middle of campus into Wolf Creek. Wolf creek would be an initiative to beautify the campus and provide more useful and enjoyable space for students to gather. We would like to see each College/School adopt a section of the creek to take ownership in making sure it stays clean and adding plants and benches.

-President Gogarty

The Underground

The idea was to get the games room/lounge back in business by the end of the first semester with the help of then OUC Director, Ramon Garcia. During the first OUC Advisory Board meeting I attended, it was put on the table by Speaker Lynnea Phillips and Vice President Rafeal Elliot for the idea of reviving the games room. I was told that it was pushed last year with little progress. Towards the end of that meeting, Ramon had agreed to renovate the Lounge by the end of the fall semester. However, nearly halfway through the fall semester, he was relieved from his office and the plan was nearly halted.

Once the Interim Director of Auxiliary Services was chosen, I arranged a meeting with him to discuss the future of the Underground. He (Chris Fendrich) agreed to take on the project and see it to completion. However, the change in power set the deadline back to before Spring Break. Within that time, I met frequently with Chris and mapped out the progress of certain design details. He executed every idea from salvaging the best pool tables from the original Underground to purchasing extra features (e.g., TVs, ping pong table, couches, etc.). SFGB has recommended the Underground staffing be provided through the Student Center Fee.

The deadline has passed and the Underground remains ready but unopened. It is scheduled to open this fall which gives me the summer to polish the project.

-Senator Correamamanrique



STUDENT AFFAIRS

33 Things to do Before You Graduate

Since CSU-Pueblo was founded in 1933, we decided to make a '33 Things to do Before You Graduate' card. In order to determine what things should be done before graduation, the Director of Student Affairs led a contest to collect ideas. An email was sent to all alumni, current students, and staff asking for past, (possibly forgotten) traditions and current traditions. We also asked for potential new traditions to be implemented. The executive branch finalized the list and the winners received gift cards to the bookstore and a CSU-Pueblo t-shirt. A banner will be hung from the library with all of these items for everyone to see. Rave cards with the list will be made and handed out at orientation. The list will also be printed in the student planners this fall.

PLEASE SEE APPENDIX F. FOR THE LIST
-Director Maxey

Financial Aid Customer Service Training

CHASS Senator Grissom and I worked with the Financial Aid office and brought many of the problems we had heard to their attention. Though Senator Grissom and I had different issues we wanted to get resolved, we were able to talk to Sean McGivney (Financial Aid Director) and work on the issues. Senator Grissom was dealing primarily with customer service related issues. She had heard, as did I and many other ASG members, that the work study students and some of the employees had poor, rude, and unhelpful customer service skills. We brought the information to Sean's attention, and though hesitant and defensive at first, he was understanding and perceptive to our problems and concerns. He was willing to have his employees go through a customer service training that Senator Grissom was able to attend and since then we have seen an increase of positive customer service.

My concerns were more with the billing statements and deadlines, as well as the way students were being notified. At the beginning of the semester, if students did not have their first payment paid before school started, they were dropped from classes. However, the students weren't aware or notified of the situation and just found out later on that they were dropped. This semester (spring), the notifications were much better and more visible on PAWS.

-Senator Gordon



STUDENT AFFAIRS

Campus Safety Walk

At the beginning of November during the fall semester, ASG went on a Campus Safety walk. The objectives of the latest safety walk were to ensure that the campus was properly lit and to assess the effectiveness of the call boxes around the campus.

Status:

Completed – The light sticks in Walking Sticks Apartments were upgraded and more were added. The repeater to the call boxes was out so the call box signals were being sent to a radio in lieu of the Sheriff's Office dispatcher. Lt. Brown carried the radio and reset each call box after repairs.

-Vice President Elliot

Parking Task Force Committee

Both the Associated Students' Government and the University Leadership Team have developed parking ad-hoc committees to look at parking issues. The ad-hoc committee for ASG created a resolution to address the issues with parking permits. (See APPENDIX B. for: SR 13-02.) The parking task force committee has been able to address all the major concerns and has reduced the amount of different parking passes making it much simpler for students to buy a parking pass and avoid fines due to confusion.

Please see APPENDIX B. for more details regarding the proposed changes

-President Gogarty



STUDENT AFFAIRS

Dining Service Advisory Committee (DSAC)

DSAC facilitates communication between ASG and Chartwell's so that the needs of the students align with the mission of our food services. In the first semester I helped narrow down what restaurants we would get downstairs, and ultimately selected Einstein's. I also encouraged more Outtakes items such as the new sushi options, mac and cheese, snack sticks, etc. There are more self serve options, which is cutting down the waste of food, and Chartwell's is moving towards trayless options to cut down on waste and washing. They now have a "hot food" policy where they are serving with hot plates and keeping the cafeteria doors closed to contain the warmth and keep out the chill.

One of the first things I did was work with senators to write legislation about getting to-go boxes back for all students in the Columbine Cafe. Over the summer, a policy about to-go boxes in the cafeteria changed making it more difficult for students to get a to-go meal. We heard a lot of complaints from students regarding this so we invited the people that made the decision to an ASG meeting. We discussed the concern with them but they seemed resistant to changing it back. The senate then passed resolution 13-01 PLEASE SEE APPENDIX A. recommending that the new policies regarding to-go boxes be reversed. With the help of the new VPFA and cooperation of Chartwell's management, the resolution was put into effect. Students are happy with the student advocacy and action of ASG on this matter.

I have been pushing for better labeling in the Columbine Cafe so students know what contains soy, gluten, dairy, spices, fish, etc. Students do not have a wide variety of meal plan transfer options, and thus have been pushing for more options.

I have talked with them about doing Mardi Gras events, Halloween costume events, and other contests to help encourage student participation. This week, there will be a Chili cook-off contest. Students who have a great chile recipe can enter this contest to cook in the Columbine Cafe. The winner will be decided by a student taste-test. The winner will have their chile as the official CSU-Pueblo Chili, as well as have it entered in the Chili & Frijoles Festival this fall.

-Senator Boehme



STUDENT AFFAIRS

Walk-In Appointments Student Health Center

For my other project, I worked on implementing walk-in hours at the Student Health Center. To increase walk-in hours in the Student Health Center, I presented past legislation to Marjorie Villani, the Assistant Dean of SSEM (which she relayed to the Health Center). There was a definite increase in walk-ins that followed. My hope is that this continues throughout the following academic year (2013-2014).

-Senator Allard

Concealed Weapons

In light of proposed state legislation regarding a ban of concealed weapons on college campuses, ASG representatives sought the opinion of CSU-Pueblo students. It became readily apparent that the majority of students strongly opposed this legislation. Accordingly, the senate wrote a piece of legislation SEE APPENDIX D. for concealed weapon resolution. This legislation was sent to state representatives along with similar legislation from all the major universities and community colleges in Colorado.

-President Gogarty



PUBLIC RELATIONS

ASG Tabling

As acting Student Affairs committee chair, I planned a tabling event that was a week-long with specific questions planned to ask the student body. Some of the questions included:

- i. Gun ban/guns on campus
- ii. Tobacco on campus
- iii. Campus life
- iv. Financial aid

The gun information came in handy as we were able to compile the information and as a whole, ASG wrote legislation that was sent to the capital.

-Senator Gordon

Textbook Buy Back

I had a meeting with Chris Smith (Bookstore Sales Manager) and we had a good conversation about textbooks and buy back. She explained how the bookstore has to create their own profit, while paying rent on their location to Auxiliary Services, paying the outside book companies, merchandise companies, etc.... She explained that it happens sometimes that students may not get all of their money back on their books, mostly because the value and the demand for that certain book may go down, therefore students just won't earn as much money. However, she stated that they do try to give students the best offer she can and that she has made many updates to the bookstore, such as: renting textbooks, buying them online and with a early bird discount, comparing the price of our textbooks to other sellers, etc.

She expressed how she wants to work more closely with ASG—for the students and for better collaboration.

-Senator Gordon



PUBLIC RELATIONS

Campus Advertising

I worked closely with the PR committee to change legislation on how posters are put up and taken down. We decided to look at the old criteria for posting and revised it to make it easier for any student to post anything they want, within good taste. We gathered input from other students and worked to create a process that would leave the students more responsible for their posting and so that Auxiliary Services would have fewer criteria on what can be posted. Although we created a new process for years to come, it was not put into a resolution. All the information is on the Skydrive or Vanessa Emerson can be contacted for these documents. It would be nice to see the senators for 2013-2014 complete this resolution especially since we now have new attractive flyer kiosks provided by the Pepsi Grant.

-Senator Jones

ASG Forum

The PR committee worked hard to put on a forum for the whole student body in the café. Our intention was to talk with the students in their environment and see what issues they had with CSU-Pueblo. We also wanted to generate a sense of knowing with our student body; we want the students to know who we are and what we do. It was set in the café during dinner and we were able to talk to a multitude of students to get their input. A lot of the concerns were about the quality of food in the café and housing related issues.

We provided comment cards and questions about the parking stickers because that was a big issue as well. Overall, we got some great feedback from the students that we can actually work to improve on.

-Senator Jones



PUBLIC RELATIONS

Biweekly Pay

Biweekly Pay has been an ongoing desire for the student employees at CSU-Pueblo. Over the past two years, efforts have been made to push this through. Biweekly pay will be available to students with work study positions to be paid every other week as opposed to the current once per month.

Status:

Ongoing – Students were informed that the project had been forwarded to our Information and Technology Department (IT) from the office of the Vice President of Finance and Administration for implementation. However, with the change in administration this project was put on hold due to the inability to hire another staff person to assist in the Payroll office. ASG suggested using work study students, or creating a student intern position to help benefit students on campus.

-Vice President Elliot

High School Recruiting

ASG helped recruit incoming ThunderWolves by seeking out current college students who attended high schools in the region and sending them back to their old high schools with recruiters. This gave CSU-Pueblo students the opportunity to help grow CSU-Pueblo and explain to high school students how to successfully transition from high school to college. These students helped the recruiters as they then could more easily relate to the students.

-President Gogarty



PUBLIC RELATIONS

Harlem Shake

In efforts to keep the students at our University up-to-date on current trends, and to promote student life, the Harlem Shake video was coordinated by ASG and Athletics. The goal was to start doing more to engage our students at the University and encourage students to do more as well.

Status:

Completed – This event was executed during halftime of the Men's basketball game on Friday, February 2nd, against Black Hills State and can be found on YouTube.

-Vice President Elliot

Digital Signage and the ASG Bulletin Board

My first solo project this semester was to gain access to the digital signage boards around campus. I saw these TV's with flyers and notifications and thought it would be a great idea if ASG could actively use these TV's as another communication outlet. I set up a meeting with Jeff Miller to talk about how we can begin doing this. I came out of the meeting with information on what to do, how to do it and who could do it. The basic outcome is that ASG now has the freedom to post digital flyers for events, meetings and whatever else we see fit for the TV's. Senator Willauer took it upon himself to be the designated design coordinator for our flyers. I'm happy this was approved because it's very difficult to inform the student body on ASG affairs. The TV's are a quick and easy way to reach many people at any given time. We did not utilize the TV's as much as I would have liked, but in the coming semesters, I hope the new senators are adamant about using them.

This semester, I also worked on the ASG bulletin board in the Student Center. The board was empty for most of the year until I was informed that it was reserved for student government. From there, I created a board where students, faculty and staff could see who was involved in ASG and what events were taking place. My plan for the board is for it to be used daily. I want there to be a calendar on the board where events and meetings can be posted and taken down without having to remove the entire backdrop. I also want the board to be a lot more personable next semester, with pictures of ASG members individually, in groups and doing certain activities outside of the office.

-Senator Jones



PUBLIC RELATIONS

Board of Pueblo Student Advocates (BOPSA)

In cities across the nation, there has always been a gap between the student advocates in high school and in college. Whether it is because of the distance, time, maturity or education level, this creates a problem for many students who do not get very many opportunities to see firsthand what fellow student leaders are doing. Without the connection between schools, there is a lack of community, of belonging, and of working toward the goal of improving the students' experience on campus.

Here in the City of Pueblo, we have an excellent opportunity to create both a stronger community and sense of belonging all while doing what we as student advocates desire to do. In July of 2012, ASG was asked to present at the Pueblo West High School Student Council Retreat. This was taken on with great enthusiasm. During the retreat, a few active ASG members felt this could become an opportunity to do more than present on leadership topics or lead in team bonding exercises to high school students, but change the culture of our community here in Pueblo.

By actively working together as student advocates we can do more than find new and improved ways to learn parliamentary procedure, learn different ways to be effective leaders, share ideas for projects, cosponsor community and campus events, increase retention at the local university and community college, and so on. There is an opportunity to revolutionize the body of student advocates both here in Pueblo and in the nation. We have an opportunity to create long lasting friendships, gain a stronger network, grow into even more successful leaders, ensure successful years as student advocates and become more than a student voice in our schools, but a student advocate scream in the community of Pueblo.

With each upcoming generation of leaders in the city of Pueblo, there needs to be a gathering of student advocates outside of national conventions, the Pueblo Mall, or TinselTown. With this group of student advocates meeting we will be a group of Leaders Moving Forward As One, thus creating A-New community in Pueblo.

Status:

Ongoing – ASG participated in three events during the school year; Summer-Pueblo West High School Student Council Retreat, Fall Semester-Student Council Conference which included Florence, La Junta, Manitou Springs, Crowley County, and Fowler High Schools, and the Spring Semester-Pueblo West High School Sir West Assembly [included Central, Centennial, East, South and County High Schools]. During the Sir West Assembly at Pueblo West High School, ASG members collected Student Council advisors contact information. Over the summer months there will be communication to create a Board of Student Advocates type of group to make meeting times, dates, places, etc. with the goal of accomplishing one yearly project that will benefit students in the city of Pueblo. The official name of the group will also be decided upon.

-Vice President Elliot



PUBLIC RELATIONS

Pueblo City Center Partnership

I filled out an application and met with various people on the Pueblo City Partnership board. I want ASG Presidents to sit on this board to help close the gap between citizens of Pueblo and the students of CSU-Pueblo. A vote was taken on the 15th of November and I was elected to sit on this board. I believe this was a great move in the right direction, connecting students with the community of Pueblo. Pueblo City Partnership is determined to make Pueblo a successful city and community which will help entice potential students to come to school here and give them reasons to stay.

Last November I was voted a member of this city board. I attended my first meeting as a board member January 17th. I'm very excited about this opportunity to combine efforts in the branding and marketing of Pueblo. Many important topics were discussed that relate to CSU-Pueblo. Through this strategic partnership we have been able to hang CSU-Pueblo banners off street poles in the downtown area and hang the CSU-Pueblo flag at the Riverwalk.

I have now resigned from my Pueblo City Center Board position and Vanessa Emerson the newly elected ASG President, will be briefed and hopefully voted on during the month of April. This board will help continue to bridge the gap between the University and the community of Pueblo as we collaborate with local leaders and work together on some of the struggles that Pueblo faces.

-President Gogarty



PUBLIC RELATIONS

Pepsi Grant Communication Kiosks

Pepsi provides 20,000 dollars each year for university improvement projects. I formed an Ad-Hoc committee to write a proposal to get communication kiosks on campus. I sat on this committee and helped write a proposal explaining how and why the communication kiosks would promote and increase communication on campus by allowing student orgs an easy and attractive place to post flyers. I was chosen to sit on the Pepsi grant review committee, to select the proposals that will have the greatest benefit to the overall campus community.

We received \$5,200 to place three communication kiosks on campus. They were installed during the end of April. I have asked the PR committee to finish legislation to get rid of the flyer approval process, making it effortless for students to post information on these communication kiosks. These efforts will improve awareness and communication on campus and give students a "go to place" for information.

-President Gogarty

ASG Past Presidents Dinner

I met with Chris Turner, a former ASG president who is currently an attorney at Koncilija's Law Firm. We discussed the idea of doing a past, current, and future ASG Presidents of CSU-Pueblo dinner. This would be a great way for alumni to return to campus and find out what's going on. It will also help the newest elected president gain invaluable information and assistance as they start their new term. I've talked with the Alumni Association and the Foundation about ways to make this a successful donor event encouraging these people to give back to the school and back to the students of today by re-connecting them with the campus.

The date and time have been set for May 17th, at 5pm. Prior to the Presidents Gala there will be a special reception for past, present, and future ASG Presidents and Vice-Presidents. Invitations have been sent and we are hoping to have around 50 attendees. This will be a great opportunity for people that were once very involved on campus to get back to campus and see what changes have taken place. This event will also help the newly elected President, Vanessa Emerson, gain knowledge and advice from people that have gone before her.

-President Gogarty



PUBLIC RELATIONS

Spirit Rock

The Spirit Rock was originally initiated by the former Director of Student Activities, Nicky Damania, in the spring of 2011 and was continued by the former Associated Students' Government Director of Student Affairs, Anthony Montoya (2011-2012), and Speaker of the Senate, Lynnea Phillips (2012-2013). It's a Broadmoor Boulder made of granite that is 6 feet wide by 4 feet tall. The rock weighs 3.6 tons or 7,200 pounds. Costs totaled \$1,067 and were paid by Student Activities (\$950) and the Student Facilities Fee.

-Speaker Phillips

Rev 89

This year Associated Students' Government was able to utilize a new medium to broaden our reach of external communication. KTSC-FM, or REV 89.5 as some call it, frequently let members of student government onto the airwaves to broadcast some of the changes that are being made on the campus of CSU-Pueblo. Our own Senator Jones, who is also an on-air personality with the REV, introduced numerous members of the Associated Students' Government and CSU-Pueblo President, Lesley Di Mare, to local listeners one evening after a Board of Governor's official function. President Gogarty, Vice-President Elliott, and Speaker Phillips were able to share some of the initiatives and goals that ASG was working on accomplishing for the year.

-Speaker Phillips



INSTITUTIONAL TECHNOLOGY

Wolfe's List

Currently, Wolfe's list is being used via Facebook. We currently have around 300 members with new members joining and posting on a weekly basis. Wolfe's list was created in order to provide students with an area where they can buy/sell/trade books, cars, and anything really. The advantage to using Facebook is that students must provide a colostatepueblo.edu email address in order to join the group. That keeps the community a lot safer as students are dealing with other students instead of random community members. We will continue to use the Facebook page until a more professional web site is developed.

-President Gogarty

Course Offering Waiting List

After meeting with Mr. Erich Matola, Chief Information Officer, and Mrs. Jennifer Torres, Manager of Information Support Services, the final details of this project were completed. For more details please refer to APPENDIX E..

Status:

Ongoing – Over the summer months, the Information Technology Department will be working on this project. The project will be completed by Fall of 2013, to be in use for the Spring 2014 semester.

-Vice President Elliot



INTERNAL AFFAIRS

Hiring Committee

This year, it was decided to streamline the hiring process when an ASG position becomes available. Announcements were sent out when a position was opened and once a viable number of candidates have applied online, we move to the interview stage. The candidate screening process starts with an interview with the hiring committee that is chaired by the Director of Internal Affairs and also contains members of the Legislative Branch, a member of the Judicial Branch, and an Ex-Official Member. The interviews are conducted in a professional manner with questions that were decided upon by the committee to help make the interviews on topic and consistent with each different applicant. After the interview, the members discuss and decide whether the candidates meets minimum qualifications. Depending on the position, the candidate may move onto an interview with the President of ASG if they are looking at a Director's position, then, if the President has agreed on their candidacy, they move onto the Senate interview and confirmation votes. The Senator positions are a little quicker moving in terms of interview pace, as compared to the Director positions. By doing this process, we are able to receive and review many candidates and find the best fit for the many positions that are available in ASG.

-Director Branch



INTERNAL AFFAIRS

Summer Retreat

Our retreat was very successful and we believe that everyone learned something new through the event this year. This year, we kept it local to show students what Pueblo has to offer and to keep the cost down. We were able to keep the cost down and give each of the ASG members some insight into what there is to do around Pueblo and campus. For our retreat we did a team building event at the ropes course on campus, went bowling, and had some great sit down dinners off campus. Something that has not been often done at the ASG retreats was going over dining etiquette and proper attire. We went over both during our formal dinner in which we expected students to come in formal attire. This was very successful and we believe that it will be very beneficial in the years to come.

-President Gogarty

Footprints

In order to ensure a better transition for the next Associated Students' Government administration, our Chief Justice has set up a program called "footprints". Essentially, every member of ASG will create a two page document explaining the initiatives they've completed and the projects that are still underway. All of these "footprints" will then be compiled and stored in the ASG office leaving the next administration with a clear understanding of what we accomplished and what is partially completed, bringing them up to speed quickly.

-Chief Justice Donnelly



Appendix

Appendix A: Senate Resolution 13-01 - To Resolve the Newly Established Regulations on To-Go Boxes in Columbine Cafe

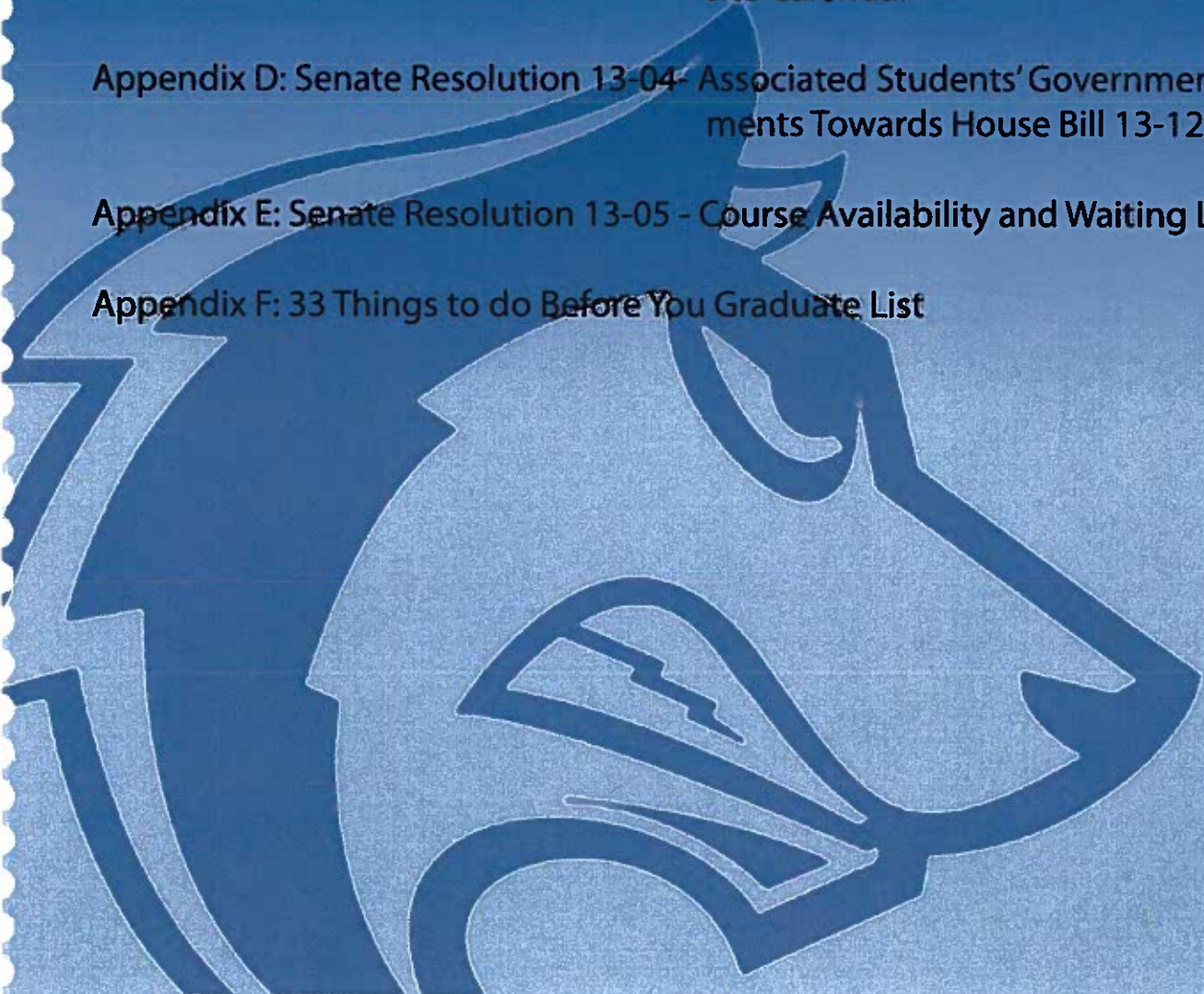
Appendix B: Senate Resolution 13-02 - To Resolve the Ongoing Issues Concerning Parking and Its Processes

Appendix C: Senate Resolution 13-03 - To Resolve Issues Concerning the Website Calendar

Appendix D: Senate Resolution 13-04 - Associated Students' Government Sentiments Towards House Bill 13-1226

Appendix E: Senate Resolution 13-05 - Course Availability and Waiting List

Appendix F: 33 Things to do Before You Graduate List





Appendix A Senate Resolution 13-01

ASSOCIATED STUDENTS' GOVERNMENT
COLORADO STATE UNIVERSITY-PUEBLO
TWENTY-FOURTH SENATE
SIXTH SESSION
September 26, 2012

SENATE RESOLUTION # 13-01

To resolve the newly established regulations on to-go boxes in Columbine Café

SPONSORED BY: Senator Boehme

WRITTEN BY: Speaker Phillips & Senator Boehme

ENDORSED BY: Speaker Phillips

WHEREAS:

The mission statement of the Associated Students' Government includes being "dedicated to advocating on behalf of students and their concerns...";

WHEREAS:

Over the summer months, the Director of Auxiliary Services, A. Ramon Garcia, and the Director of Chartwells Dining Services, Claudia Walters, made an executive decision to discontinue the intended (easily accessible) use of to-go boxes within Columbine Café;

WHEREAS:

Students must now complete a form that explains their "need" for a to-go box;

WHEREAS:

It was stated by Claudia Walters during the Associated Students' Government Senate Meeting that took place on September 19, 2012, that "there was no student input on the discussion of going to the form to get the to-go box"

WHEREAS:

When making the change from the easily accessible to-go boxes Garcia & Walters neglected to seek and collect adequate student input;

WHEREAS:

An overwhelming number of students have voiced their disappointment with the utter disdain that the Director of Auxiliary Services, A. Ramon Garcia, and the Director of Chartwells Dining Services, Claudia Walters, showcased by removing easily accessible to-go boxes from the Columbine Café;

WHEREAS:

Chartwells Dining Services has established Columbine Café as an "an all-you-care-to eat dining experience";

WHEREAS:

Students pay a premium for the dining services that Auxiliary Services, the Occhiato University Center, Chartwells Dining Services, and Columbine Café provide;



Appendix A

Senate Resolution 13-01

WHEREAS:

Students should be given the right to remove this food due to the premium currently in place for individual meals.

THEREFORE BE IT HEREBY RESOLVED

That the Thirty-Second Senate of the Associated Students' Government at Colorado State University-Pueblo hereby calls for Chartwells Dining Services to return to their former practice of allowing individual consumers that pay for an "all-you-care-to eat dining experience" the use of to-go boxes to remove food from Columbine Café without a form or explanation.

THEREFORE BE IT HEREBY RESOLVED

That a copy of this resolution is sent to:

- 1) Mr. Bruce Gifford, Acting Dean, Student Services and Enrollment Management
- 2) Ms. Jennifer Mullen, Chief Of Staff, Colorado State University-Pueblo
- 3) Ms. Leslie DiMare, President, Colorado State University-Pueblo

Therefore be it hereby further resolved: The Associated Students' Government Senate voted to (adopt/defeat) this SENATE BILL OR RESOLUTION ON THE FOLLOWING VOTE:

AYE (Y) NAY (N) ABSTENTION (A)

~~Speaker Phillips~~
~~Senator Harder~~
~~Pro-Tam Ruiz~~
~~Senator Harvey~~
~~Senator Allard~~
~~Senator Jones~~
~~Senator Boehme~~
~~Senator Emerson~~
~~Senator Elley~~
~~Senator Correamanrique~~
~~Senator Gordon~~
~~Senator Willauer~~
~~Senator Grissom~~



Appendix B Senate Resolution 13-02

ASSOCIATED STUDENTS' GOVERNMENT
COLORADO STATE UNIVERSITY-PUEBLO
THIRTY-FOURTH SENATE
NINTH SESSION
October, 2012

SENATE RESOLUTION # 13-02

To Resolve the Ongoing Issues Concerning Parking and Its Processes

SPONSORED BY: Pro Tem Ruiz

WRITTEN BY: ASG Parking Ad-Hoc Committee, Senator Harder, Speaker Phillips and Senator Willauer

ENDORSED BY: Vice President Elliott

WHEREAS:

Each year students who attend CSU-Pueblo are required to purchase parking passes to park their vehicles on campus. Currently there are five (5) distinct types of passes, excluding faculty, staff, temporary and visitors parking passes;

WHEREAS:

The prices for these are as follows:

- Student fuel-efficient vehicle decal: \$60 per academic year.
- Student Resident parking decal: \$45 per academic year.
- Student parking decal: \$75 per academic year.
- Student hang tag permit: \$100 per academic year.
- Student motorcycle decal: \$37 per academic year.

A discounted price is offered for each pass in the Spring and then again discounted during the Summer for students enrolled in courses;

WHEREAS:

Associated Students' Government (ASG) representatives on the Parking Appeals Committee have noticed many issues that have yet to be addressed. However, due to the committee only having the charge of enforcing the parking regulations, the committee cannot change policies regarding parking lots, parking passes, the processes of obtaining parking passes, nor the Parking Rules and Regulations document;

WHEREAS:

An overwhelming number of students, along with current and past ASG members, have voiced their concerns and opinions;

WHEREAS:

Due to the lack of communication, lack of student input and progress on correcting the issues further action is necessary to ensure that the parking processes and regulations are not only more efficient, but are fair;

WHEREAS:

There is no official written parking policy distributed to students;



Appendix B Senate Resolution 13-02

THEREFORE BE IT HEREBY RESOLVED

That the Thirty-Fourth Senate of the Associated Students' Government and the Associated Students' Government Parking AdHoc Committee at Colorado State University-Pueblo hereby call for official written parking policies to be distributed to students when a pass is purchased and also implementation of new parking passes for students to place on their vehicles.

After the collection of student input, discussion and review, we advise that the parking passes should be windshield static clings and hanging tags. Changing from the current parking pass stickers (that are placed on the outside of the vehicle) will resolve some of the problems found.

Example: Passes should be offered in three separate parking areas with prices that coincide, the specifics are as follows: resident parking cling at \$50 per academic year, student parking cling at \$75 per academic year, and resident/student parking cling at \$100 per academic year.

Also, parking lots should be designated using a two color system (red and blue) that coincides with the color of the parking passes issued; with the third, and most expensive, parking pass in either lot type. Thus, eliminating the confusion associated with the current numbered lots.

THEREFORE BE IT HEREBY RESOLVED

That a copy of this resolution is sent to:

- 1) ~~Samantha Hernandez, Program Assistant I, Pueblo County Sheriff's Office~~
- 2) ~~Ramón García, Director of Auxillary Services~~
- 3) ~~Craig Cason, Director of Facilities~~
- 4) ~~Mr. Bruce Gifford, Interim Dean, Student Services and Enrollment Management~~
- 5) ~~Mary Hanifin, Vice President of Finance and Administration~~
- 6) ~~Ms. Leslie Di Mare, President, Colorado State University-Pueblo~~

Therefore be it hereby further resolved: The Associated Students' Government Senate voted to (adopt/defeat) this SENATE BILL OR RESOLUTION ON THE FOLLOWING VOTE:

AYE (Y) NAY (N) ABSTENTION (A)

Speaker Phillips Y
Senator Harder
Pro-Tem Ruiz Y
Senator Harvey
Senator Allard Y
Senator Jones Y
Senator Boehme
Senator Emerson Y
Senator Elley Y
Senator Correamanrique
Senator Gordon
Senator Willauer
Senator Grissom Y
Senator Fredenhagen Y



Appendix C

Senate Resolution 13-03

THEREFORE BE IT HEREBY RESOLVED:

Colorado State University-Pueblo make an effort with all deliberate speed to adopt the Bedework calendar system by the beginning of the Fall 2013 semester.

THEREFORE BE IT HEREBY RESOLVED:

The Associated Students' Government Director of Information Technology will receive monthly progress reports regarding the implementation of the Bedework calendar system. If a Director of Information Technology has not been appointed each report will be presented to the President and Senate.

THEREFORE BE IT HEREBY RESOLVED:

A copy of this resolution be forwarded to:

1. Dr. Lesley Di Mare, President, Colorado State University-Pueblo
2. Mr. Bruce Gifford, Interim Dean, Student Services and Enrolment Management
3. Mr. Erich Matola, Chief Information Officer, Information Technology Services

Therefore be it hereby further resolved: The Associated Students' Government Senate voted to (adopt/defeat) this SENATE BILL OR RESOLUTION ON THE FOLLOWING VOTE:

AYE (Y) NAY (N) ABSTENTION (A)

Speaker Phillips Y

Senator Gordon Y

Pro-Tem Ruiz Y

Senator Willauer Y

Senator Allard Y

Senator Jones

Senator Boehme Y

Senator Harvey Y

Senator Correamanrique Y

Senator Stauffer Y

Senator Emerson Y

Senator Frolkov Y

(11-0-0)

VOTE

REMINDER: If this is a Senate Bill 2/3 vote is required, Simple Majority is required for all Resolutions and 3/4 Majority is required for Veto Override.



Appendix D

Senate Resolution 13-04

ASSOCIATED STUDENTS' GOVERNMENT
COLORADO STATE UNIVERSITY-PUEBLO
THIRTY-FOURTH SENATE
Twenty Second SESSION
March 5, 2013

Senate Resolution # 13-04
Associated Students' Government Sentiments Towards House Bill 13-1226
SPONSORED BY: Senator Willauer
WRITTEN BY: Senator Gordon, Senator Willauer
ENDORSED BY: Logan Gogarty

WHEREAS:

The Colorado State University – Pueblo Associated Students' Government take an official stance on the House Bill 13-1226. The purpose of this resolution is to take an official vote to represent the student body population concerning the House Bill regarding banning concealed weapons on university campuses.

THEREFORE BE IT HEREBY RESOLVED

The Colorado State University-Pueblo Associated Students' Government, the voice of the students, officially does not support House Bill 13-1226.

THEREFORE BE IT HEREBY RESOLVED

That the Thirty-Second Senate of the Associated Students' Government at Colorado State University-Pueblo hereby reaffirms its commitment to making the voice of the student body heard and to make a positive change in scholastic and social life on campus.

THEREFORE BE IT HEREBY RESOLVED

That a copy of this resolution is sent to:

1. Dr. Lesley Di Mare, President, Colorado State University – Pueblo
2. Mr. Bruce Gifford, Interim Dean, Student Services and Enrolment Management
3. Pueblo Representative in the Colorado State Legislature
4. All members of the Association

Therefore be it hereby further resolved: The Associated Students' Government Senate voted to (adopt/defeat) this SENATE BILL OR RESOLUTION ON THE FOLLOWING VOTE:

AYE (Y)	NAY (N)	ABSTENTION (A)
Speaker Phillips Y		Senator Gordon Y
Pro-Tem Ruiz Y		Senator Jones Y
Senator Allard A		Senator Willauer Y
Senator Boehme Y		Senator Harvey
Senator Emerson Y		Senator Frolkov
Senator Cooremanrique		



Appendix E

Senate Resolution 13-05

ASSOCIATED STUDENTS' GOVERNMENT
COLORADO STATE UNIVERSITY-PUEBLO
THIRTY-FOURTH SENATE
Twenty-sixth SESSION
April 16, 2012

Senate Resolution #13-05
Course Availability and Waiting List
SPONSORED BY: Senator Willauer
WRITTEN BY: Senator Willauer
ENDORSED BY: Vice President Elliott

WHEREAS: Currently during the registration period if a course is full at the time of viewing a student cannot register for that course.

WHEREAS: In order to enroll into the course, the student must continually check PAWS to see if another student has dropped the course and/or arrange a time to meet with the professor and request to be permitted into the course.

WHEREAS: Many other Universities and Colleges such as; CU Boulder, CSU Ft. Collins, Colorado Mesa, Fort Lewis College, Colorado School of Mines, Metro State, and Pueblo Community College have moved forward to a more efficient course offering waiting list system.

WHEREAS: This project has been ongoing for the past three years, however it has not yet been able to be pushed through. Students here at Colorado State University-Pueblo should also have the ability to be placed on a waiting list which will notify them if an opening occurs for a course, without continually checking their PAWS account.

WHEREAS: Only under extreme circumstances can a student be permitted into a course outside of the waiting list upon approval of the professor, i.e. a senior needs a course to graduate.

THEREFORE BE IT HEREBY RESOLVED:

Students will be given the option within PAWS to be added to a wait list for a specific course call number and will be notified of their place on the wait list. Courses that require a permit to register will be excluded from this requirement.

THEREFORE BE IT HEREBY RESOLVED:

A tab will be created within the registration section of PAWS to allow students to view what courses they are currently on a wait list for, display where they currently reside on such lists, and include the ability to remove themselves from the list



Appendix E

Senate Resolution 13-05

THEREFORE BE IT HEREBY RESOLVED:

By default each course will allow up to fifty (50) twenty (20) students to be placed on the wait list. Instructors of the course may request this number to be increased or decreased for specific courses at the discretion of their department chair.

THEREFORE BE IT HEREBY RESOLVED:

Once a seat becomes available the first student in line will be automatically enrolled in the course and notified by email.

THEREFORE BE IT HEREBY RESOLVED:

A copy of this resolution be forwarded to:

1. Dr. Lesley Di Mare, President, Colorado State University – Pueblo
2. Mr. Richard Kreminski, Interim Provost, Academic Affairs
3. Mr. Bruce Gifford, Interim Dean, Student Services and Enrollment Management
4. Mr. Erich Matola, Chief Information Officer, Informational Technology
5. Mrs. Jennifer Torres, Manager of Information Support Services, Informational Technology

Therefore be it hereby further resolved: The Associated Students' Government Senate voted to (adopt/defeat) this SENATE BILL OR RESOLUTION ON THE FOLLOWING VOTE:

AYE (Y) NAY (N) ABSTENTION (A)

Speaker Phillips Y
Senator Gordon Y
Pro-Tem Ruiz Y
Senator Wilhauer Y
Senator Allard Y
Senator Harvey Y
Senator Boehme Y
Senator Jones Y
Senator Correamanrique Y
Senator Linsenman Y
Senator Emerson Y
Senator Stauffer Y
Senator Frolkov



Appendix F

33 Things to do Before You Graduate List

1. Follow the CSU-Pueblo Football team to at least one away game
2. Go on an Outdoor Pursuit's overnight trip (camping, skiing/snowboarding, rock climbing etc.)
3. Tailgate at a CSU-Pueblo football game
4. Attend a movie night at the Mesa Drive In
5. Attend the Colorado State Fair
6. Walk along the Historic Arkansas Riverwalk of Pueblo with friends
7. Attend the Chili/Frijoles Festival
8. Attend an Associated Students' Government senate meeting
9. Visit Lake Pueblo State Park
10. Play a round of Frisbee golf on campus
11. Ride the Redline shuttle
12. Climb the rock wall on campus
13. Attend a guest speaker on campus
14. Attend a red out game
15. Attend at least one job fair
16. Take part in some of the Homecoming Events
17. Explore Bishop's Castle in San Isabel National Forest
18. Attend the haunted house on campus
19. Take a funny picture with a wolf statue and post it to the CSU-Pueblo Facebook page
20. Learn the fight song and sing it at the fountain
21. Call into Rev89 to make a shout out
22. Eat a famous Pueblo Slopper
23. Attend a meet and greet with the President of the University
24. Participate in a intramural sport
25. Back the Pack at every sport
26. Participate in the Spank Blasing event (run/walk/volunteer)
27. Watch the sun set from the 6th floor of the Library
28. Join a student organization
29. Use your student discount at a local business
30. Get a CSU-Pueblo Alumni license plate
31. Paint the spirit rock
32. Get your résumé reviewed by the Career Center
33. Visit the world's longest mural in downtown Pueblo.

GRADUATE!!!!!!



Associated Students' Government of Colorado State University - Pueblo

Contact ASG Members:

Any concerns, question or input you may have regarding any subject would be very much appreciated.

Office Phone: (719) 549-2866

Email: asg@colostate-pueblo.edu

Website: colostate-pueblo.edu/asg

Our Office is located on the top level of the
Occhiato University Center, room 217

We look forward to hearing from you!



Associated Students' Government of Colorado State University - Pueblo

Contact ASG Members:

Any concerns, question or input you may have regarding any subject would be very much appreciated.

Office Phone: (719) 549-2866
Email: asg@colostate-pueblo.edu
Website: colostate-pueblo.edu/asg

Our Office is located on the top level of the
Occhiato University Center, room 217

We look forward to hearing from you!

Appendix A

Please review the following proposed changes to the parking rates and permits for the 2013-14 academic year:

Proposed Changes:

- 1) Reduce the number of choices for parking permits
- 2) Students will be able to park anywhere on campus except in staff spaces.
- 3) Special stickers will still be needed to park at University Village at Walking Stick apartments
- 4) Increase prices to accommodate increases in costs for resurfacing/painting parking lots

Benefits to our students:

- 1) Reduce confusion regarding where to park
- 2) Reduce the number of tickets issued for illegal parking
- 3) Give students the option to have a hanging or permanent decal

Please let me know your thoughts or if you approve of these changes.

Thank you.

Chris

Current:

Cost of Parking Permits

Academic Year: (Fall, Spring, Summer)

Permanent Decal	\$75.00
Hanging Decal	\$100.00
Resident	\$45.00
Green Vehicle Decal Discount	20%
Motorcycle Decal	\$37.00

Spring and Summer

Permanent Decal	\$37.00
Hanging Decal	\$56.00
Resident	\$22.50
Green Vehicle Decal Discount	20%
Motorcycle Decal	\$18.00

(Prices are subject to change)

Proposed Changes:

Cost of Parking Permits

Academic Year: (Fall, Spring, Summer)

Hanging or Permanent Decal	\$100.00
Green Vehicle Decal Discount	20%
Motorcycle Decal	\$40.00

Spring and Summer

Hanging or Permanent Decal	\$60.00
Green Vehicle Decal Discount	20%
Motorcycle Decal	\$20.00

(Prices are subject to change)

Section

5

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERISTY SYSTEM CHANCELLOR'S REPORT

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

1. CSU-System Wide:

South Metro update: A draft business plan will be completed in early May and we will present that at the June retreat. Efforts have so far focused on strategic partnerships, potential locations, and most recently a task force focused on curriculum needs has begun meeting bi-weekly. (Update from Rich and Kyle)

Online taskforce: The Online Taskforce continues to meet and Lou Swanson is serving as Chair of this effort which is charged with defining a System-wide approach to on-line program development, delivery and market differentiation. Lou will present a brief update at the Board meeting.

NCHEMS: We have contracted with Dennis Jones from NCHEMS (National Center for Higher Education Management Systems) to present to the Board at the June Board retreat and Joe Zimlich and I will be meeting with him in May in preparation of the retreat.

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

Venture Capital Fund: A draft RFP for the VCF will be circulated at the meeting for Board concurrence.

2. CSU-Pueblo:

We have continued to support President DiMare as she develops a long term plan to create a sustainable education and financial plan for CSU-Pueblo.

3. CSU-Global Campus:

The System remains engaged in supporting President Takeda-Tinker as she and her team both expand enrollment and seek new partnerships. Global's commitment to innovative educational access and success positions it well in an ever more competitive market.

4. CSU Fort Collins:

This office has played an active role in framing and evaluating alternative approaches to funding an on-campus stadium. Likewise we have offered assistance to President Frank as he and his team advance CSU 2020.

5. Community Engagement:

February 20, addressed the Mile High Denver Rotary Group as their keynote. Hosted two round table discussions with business leaders, one focused on general issues and the second was with Fort Collins' College of Business Executive MBA program and focused specifically on CSU's presence in the Denver market. Spoke to the Downtown Denver Partnership's Leadership Program participants and April 18-19 I participated in the Denver Metro Chamber's Access Denver Program.

6. CSU System Government Affairs:

As we reported recently we were successful in defeating the Community College Bill which would have allowed Community Colleges to offer select 4 year degrees. This issue will come back next year so we plan to proactively seek partnerships that offer students in Colorado access without creating excess programs. Rich will provide a more in depth report at the Board meeting.

7. Access and Success:

As you know, we join several other sister four year institutions in opposing SB-165 which would have expanded the role of community colleges into offering bachelor's degrees. I opposed this expansion because: a) there is already surplus higher education capacity in Colorado, b) I found the case for SB-165 to be disjointed and contradictory, c) there are, in my view, better ways to provide access for every motivated student and d) we face a larger issue of insufficient student success which should be our top priority for change.

The House Education Committee killed the bill for this session. Thus we, in the CSU System, intend to offer leadership for a statewide conversation on how we can better create collaborative/partnership arrangements that will provide broader access and improve student success by using the institutions, programs and units currently available. Several of our colleagues from around Colorado have signed on to participate in designing a process and organizing a forum to address these issues.

Two examples are worth noting. First, as we consider a South Metro presence we intend to do so by recombining currently available educational resources to create new educational opportunities. We will do so by forging collaborative offerings between our three campuses, Arapahoe Community College and others as needed.

Second, CSU-FC's College of Agriculture has already begun to reach out to sister institutions in the west offering to create joint programs which will augment those in place to better serve students in that region.

8. Intercollegiate Athletics:

At both CSU-FC and CSU-P I believe we do intercollegiate athletics right. Still, based on prior experiences, I intend to continue to speak out on the need for larger, more sweeping reforms across the university community.

Section

6

Presidents' Reports and
Campus Updates

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

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

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. CSU Antarctic Researcher Awarded Prestigious Tyler Prize for the Environment

Diana Wall, a Colorado State University Distinguished Professor and pioneer in scientific understanding of the role of soil biodiversity in climate change, was honored March 17 with The Tyler Prize for Environmental Achievement on the 40th anniversary of the award. The Tyler Prize is the premier international award for environmental science, environmental health and energy research that confers great benefit upon humankind. The prize honors exceptional foresight and dedication in the environmental sciences. Previous winners of the prize have included Jane Goodall, Thomas Lovejoy, and Edward O. Wilson. As the winner of the Tyler Prize, Wall will receive a \$200,000 cash prize and a gold medal.

B. U.S. News and World Report: CSU Graduate Programs Among Best in the Nation

Colorado State graduate programs remain among the nation's best, according to rankings released March 13 by *U.S. News and World Report* in its 2014 Best Graduate Schools edition. The professional program in the Department of Occupational Therapy in CSU's College of Applied Human Sciences holds the No. 6 spot among similar programs nationwide, based on data collected in 2012. Colorado State's professional veterinary medicine program maintained the third slot in the recently released rankings. The College of Veterinary Medicine and Biological Sciences consistently places among the top three vet schools in the nation. It is also ranked third in the nation in federal research dollars. In addition to its strong showing in health disciplines, CSU's graduate programs in science, engineering, and business also ranked highly. Civil engineering and chemistry both ranked in the top 50 as was the part-time MBA program in the College of Business. The University's graduate programs in chemical, mechanical, and electrical engineering; biological, computer and earth sciences; mathematics; physics; and social work all ranked in the top 100 in their respective categories.

C. CSU Becomes New Home for Undergraduate Education Consortium

Colorado State is now the host campus for The Reinvention Center, a national consortium of 65 major research universities dedicated to improving undergraduate education on their campuses. CSU Vice Provost for Undergraduate Affairs Alan Lamborn has been appointed Executive Director of The Reinvention Center by the organization's Board of Directors. The Reinvention

Center consortium includes some of the nation's most prestigious research universities, such as Johns Hopkins, Northwestern, MIT, Case Western Reserve, Stanford, University of Colorado at Boulder, and several institutions in the University of California system. The Center was initially housed at the State University of New York at Stony Brook and most recently at the University of Miami. To emphasize the equal importance of curricular and co-curricular experiences to undergraduate education, Blanche Hughes, CSU's Vice President for Student Affairs, has been appointed the newest member of The Reinvention Center's board. The relocation of the Center to Fort Collins has already inspired a \$150,000 gift to CSU's Institute for Learning and Teaching (TILT) to inspire faculty to develop courses that deepen student learning and enhance undergraduate success.

D. CSU Moves Up in Annual BusinessWeek Rankings of Top Programs

Colorado State's College of Business moved up in the annual rankings of top undergraduate business programs this year – advancing to 89 after ranking 94th last year. Of the Colorado schools listed in the rankings, CSU was the only school to move forward in the listing this year -- the University of Colorado at Boulder ranked 101 (down from 92), and the University of Denver ranked 68th, down from 57th a year ago. CSU's Dean of the College of Business Ajay Menon also serves as Chief Innovation Officer for the State of Colorado.

E. CSU Wins Senator Paul Simon Award for Campus Internationalization

Colorado State's ongoing mission to internationalize its campus was rewarded February 26 when NAFSA: Association of International Educators announced schools recognized for winning one of its most prestigious awards. CSU will receive the Senator Paul Simon Award for Campus Internationalization in November at the annual NAFSA reception in Washington, D.C. This is CSU's second significant NAFSA award; in 2008, CSU won a Senator Paul Simon Spotlight Award for its programs linking research and internationalization. CSU has focused the past several years on increasing the number of international students on campus, upgrading numerous programs and facilities to better accommodate additional students. CSU's international recruitment efforts, particularly in China, have been expanded to let more prospective students know about CSU's outstanding research and educational opportunities. The new INTO partnership is also designed to increase enrollment; CSU has more than tripled the number of undergraduate Chinese students at CSU over the past three years, from 59 in 2010-11 to the 190 currently enrolled. Overall, CSU has increased international enrollment by 39 percent from 882 to 1,226 since 2008-09 and hopes to increase international enrollment to 3,000 by 2020.

F. Colorado State University Accounting Professor One of the Best in the World

Bill Rankin, head of the Department of Accounting in the College of Business, was recognized in February as one of the top professors in the world in the field of experimental managerial accounting by Brigham Young University. The ranking system, which is based on the number of publications in the topical and/or methodology areas, lists Rankin as second in the world in two of the experimental categories and fourth in the world in the third category.

G. Decorated Colorado State Professor Wins International Chemistry Award

Professor Tomislav Rovis has been honored with the International Society for Heterocyclic Chemistry Katritzky Award for his contributions to the chemistry field, CSU announced March 7. The Heterocyclic Chemistry Katritzky Award is an international award given to individuals who have made advancements in this field of chemistry, which largely revolves around the synthesis of ring compounds containing two or more types of atoms. This particular class of compounds has numerous applications including many pharmaceuticals, pesticides, herbicides, and biological molecules such as DNA. In his research, Rovis uses small organic molecules to create tools or catalysts that make more elaborate molecules for pharmaceuticals that could lead to treatments for cancer and other diseases. This is a critical piece of research and development for pharmaceutical companies.

H. Engineering Professor Only Colorado Recipient of 2013 Young Investigator Award

Sudeep Pasricha, assistant professor in the Department of Electrical and Computer, is one of only 40 scientists and engineers nationally who will receive \$15 million in grants from the Air Force Office of Scientific Research through its Young Investigator Research Program. The award was announced March 13. Honorees in the Young Investigator Research Program are U.S. scientists or engineers who received Ph.D. or equivalent degrees in the last five years and “show exceptional ability and promise for conducting basic research.” Pasricha, who has a joint appointment in the Department of Computer Science at Colorado State, is the only scientist in Colorado to receive the award in 2013. Pasricha obtained the award for his research proposal, “Integrated Optoelectronic Networks for Application-Driven Multicore Computing,” which aims to determine the best modalities for integrating emerging photonics technology into multicore electronic chips that drive all major modern inventions such as vehicles and airplanes, computers and phones, scientific and industrial infrastructure, as well as military systems. His research is expected to lay the groundwork for electronic systems that perform at much greater levels of efficiency, reliability, and cost-effectiveness than electronic systems today. Pasricha joined the CSU faculty after receiving his Ph.D. in 2008 from the University of California, Irvine.

I. Colorado State University Sustainability Fellow Named Emerging Policy Leader

The American Institute of Biological Sciences in Washington, D.C., on March 19, selected Colorado State University Ph.D. candidate Paul Tanger as one of two people nationally to receive the 2013 Public Policy Leadership Award. Paul Tanger is a 2012-2013 CSU Sustainability Leadership Fellow with the School of Global Environmental Sustainability, also known as SoGES, and a graduate student in the College of Agricultural Sciences. He was selected based on his accomplishments at the interface of science and policy.

J. CSU Veterinarian Receives International Award for Scientific Achievement

Dr. David Twedt, professor of Clinical Sciences at CSU’s Veterinary Teaching Hospital, on March 20 received the World Small Animal Veterinary Association International Award for Scientific Achievement. The International Award for Scientific Achievement honors small-animal veterinarians with a significant influence on the advancement of knowledge concerning

the cause, detection, cure and control of disorders. Twedt is recognized for his clinical work in liver disease, gastroenterology, and endoscopy as well as his research on liver disease and antioxidants. Twedt is a recognized expert in gastroenterology and hepatic diseases of small animals, providing more than 400 continuing education programs to graduate veterinarians in the United States and around the world.

K. CSU Program Honored for Graduate Education Excellence and Innovation

A Colorado State University program has been recognized for its outstanding contributions to graduate education. The Conservation Leadership Through Learning master's program has been awarded the Western Association of Graduate Schools Award for Excellence and Innovation in Graduate Education. The annual award is given to one university each year and recognizes outstanding contributions to graduate education based on the criteria of excellence, innovation, and significance. CLTL is a program of CSU's Warner College of Natural Resources.

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

A. Computer Science Students Seize National Title in Windward Code Wars

Colorado State University in February grabbed the title in Code Wars, a national computer programming contest, beating out competitors from 29 schools including Columbia University and Princeton University. Code Wars, hosted by software company Windward of Boulder, Colo., is a competition in which teams create an artificial intelligent agent to resolve a certain problem. Hundreds of teams competed for a grueling eight hours to complete their perfect program. After extensive calculating and designing, CSU's Team Meh, made up of several computer science undergraduates, emerged victorious.

B. Colorado State University Students Present Recycled Military Parachutes Exhibit

An exhibition of products made from recycled military parachutes opens this spring at Colorado State University's Gustafson Gallery. Fall-to-Flight: The Journey of a Recycled Military Parachute runs through Thursday, Aug. 15. The exhibit showcases student designs, ranging from laptop cases to evening gowns, all made from recycled military parachutes donated by Aspen Pointe, a nonprofit organization in Colorado Springs that specializes in veteran rehabilitation through social innovation. The students featured are studying in the Department of Design and Merchandising. The goal of the parachute project is to teach students how to approach sustainable and innovative solutions to extend the life of a military parachute through product development and creative design.

C. CSU Marching Band Warmly Welcomed to Dublin's Saint Patrick's Day Parade

The Colorado State University Marching Band traveled to Ireland in March to perform in the Dublin St. Patrick's Day Parade. The band's performance was well-received and highlighted in the parade's broadcast <http://bands.colostate.edu/>

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

A. New Major in Fermentation Science and Technology Launched at Colorado State

The science of fermentation is the focus of a new major taught for the first time next year in Colorado State University's Department of Food Science and Human Nutrition. Fermentation Science and Technology is the first CSU major focused on the use of microorganisms – bacteria and yeast – to ferment different types of foods and beverages. The first students will graduate within the next four to five years. The program at CSU is one of a handful of its kind in the United States, and it is a direct response to industry needs. Students with a degree in the program can look forward to careers in food health and safety, wine and brewing sciences, dairy and cereal production, and medical foods. The curriculum includes rigorous core scientific requirements and specialized coursework in the production, quality assessment, processing, packaging, and evaluation of value-added health benefits of fermented foods and beverages.

B. Animal Cancer Center Clinical Trials Demonstrate that Research Saves Lives

The Colorado State University Flint Animal Cancer Center conducted 87 clinical trials with more than 600 active patients over the last three years, thanks to partnerships with foundations and industry to advance the Center's life-saving research. Sponsors have included the Morris Animal Foundation, the National Institutes of Health and National Cancer Institute, the American Kennel Club, and Neotrex, CSU's Cancer Supercluster. The mission of the Flint Animal Cancer Center is to improve the prevention, diagnosis, and treatment of cancer in pet animals, translating CSU's groundbreaking research to also benefit people with cancer. The Center offers the latest and most advanced diagnostics and treatments in surgery, chemotherapy, and radiation therapy.

C. CSU Featured in National Science Foundation Report to Congress

The work of CSU Anthropology Professor Katherine Brown and her colleagues is featured in a National Science Foundation report to Congress on the importance of social, behavioral and economic research to addressing critical societal and national needs, including national security. The report (http://www.nsf.gov/news/news_images.jsp?cntn_id=127535&org=NSF) highlights Dr. Browne's work with evacuees in the aftermath of Hurricane Katrina. Dr. Browne's research led to a documentary funded by the NSF, "Still Waiting: Life After Katrina," which was broadcast on public television nationwide in 2007 and annually on the anniversary of Katrina.

D. Engineering Professor to Help People in Thailand through Fulbright Scholarship

Brad Reisfeld, an associate professor in the Department of Chemical and Biological Engineering, received a Fulbright award to teach and conduct research at the Center of Excellence for Environmental Health and Toxicology at Naresuan University in Thailand during the 2013-2014 academic year. While in Thailand, Reisfeld will investigate how people - because of their genetics, geography, climate, social structure, or history. - are predisposed to certain diseases that

may not affect other people. He also will develop and teach workshops and courses in computational modeling for the students and faculty of the center. At CSU, his group uses computational and experimental approaches to better understand how chemicals to which people are exposed are absorbed, distributed, metabolized, and excreted by the body and how these chemicals and their metabolites affect human health.

E. CIRA Scientists Chart Improvements in Air Quality, Visibility at National Parks

Air quality and visibility have improved dramatically at national parks and other areas of national scenic value in association with reduced air pollution emissions, according to a new data analysis released March 7 by the Cooperative Institute for Research in the Atmosphere at Colorado State University. Using atmospheric conditions from the 1990s and present day, CIRA researchers can simulate what the parks looked like then and now. In the 1960s and 1970s, high air pollution levels, often referred to as acid rain, damaged terrestrial and aquatic ecosystems and in some cases resulted in die-offs of fish and trees. The primary cause of the pollution had been identified as burning of fossil fuels, largely by coal-fired power plants, factories, and automobiles, which release sulfur dioxide and nitrogen oxides into the atmosphere. To address air pollution, Congress passed the 1970 Clean Air Act and its amendments in 1977 and 1990. As a result, from 1990 to 2010, sulfur dioxide emissions in the U.S. dropped from 23 million tons to 8 million tons, and nitrogen oxide emissions were cut in half, based on annual emission inventories from the EPA. These and other emission reductions have led to remarkable improvements in visibility in many national parks, say CIRA scientists who have simulated the visual scenes at many national parks and wilderness areas.

F. CSU Statistics Chair Named to National Agricultural Statistics Committee

Jean Opsomer, chair of the Department of Statistics, was on March 28 named to a two-year term on the U.S. Department of Agriculture's Advisory Committee on Agriculture Statistics. Opsomer is the only university professor from Colorado appointed to the committee. Opsomer and 19 other scientists and policy experts will advise Secretary Tom Vilsack on agricultural data collected and the statistics issued by the National Agricultural Statistics Service. The committee also prepares recommendations regarding the content of agricultural reports and presents the views and data needs of major suppliers and users of agriculture statistics. The Department of Statistics at Colorado State University is one of the top in the nation and the only one of its kind in the Intermountain West offering advanced degrees.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Researcher Earns Grant to Study Environmental Influences on Parkinson's Disease

A \$1.5 million grant from the National Institutes of Health will allow Ron Tjalkens, associate professor at Colorado State University, to spend the next five years investigating such environmental influences as manganese on brain degeneration. Tjalkens, who is in the Department of Environmental and Radiological Health Sciences in the College of Veterinary Medicine and Biomedical Sciences, is one of a growing number of investigators examining the non-neuronal cells of the brain known as glial cells, which support the basic functions of

neurons. Glial cells also appear to create the inflammatory response in brain cells that can lead to neurodegenerative diseases such as Parkinson's. Tjalkens also received a separate \$120,000 grant from the Michael J. Fox Foundation for Parkinson's Research to investigate compounds that could halt progression of the disease.

B. CSU Awarded \$2.2 Million to Develop Better Biofuel Crops

The U.S. Department of Energy announced April 3 that Colorado State University has been awarded \$2.2 million to develop a system to engineer new genetic traits into crops to improve biofuel production. This research will develop critical resources which will hasten United States' energy independence. Senator Mark Udall of Colorado provided notification of this award.

C. CSU Cashmere Project Aims to Boost Economy in Beleaguered Afghanistan

Agricultural scientists at Colorado State University announced on February 25 a \$1.5 million grant from the U.S. Department of Defense to establish an enterprise farm that will produce high-quality cashmere fiber and will earn a premium for farmers in war-torn Afghanistan. A team from the CSU College of Agricultural Sciences will soon begin work with local farmers to build a herd of 2,000 cashmere-producing goats in the western province of Herat, Afghanistan. The demonstration project will span two years. The goal is to spark sustainable economic development by helping Afghan farmers identify superior goat genetics and by teaching farmers best practices in animal husbandry, fiber harvesting, cashmere grading and marketing, and economic principles for success, said Ajay Jha, assistant professor and project leader.

D. Top Colorado Ag Lenders Donate More than \$1 Million for Agricultural Education

Four of Colorado's top agricultural lenders have joined together to donate more than \$1 million for construction of a modern Center for Agricultural Education at Colorado State University that will train new generations of agricultural teachers and leaders. The gift to Colorado State and the Colorado FFA Foundation is among the first to benefit students at agricultural colleges and land-grant universities nationwide as part of Denver-based CoBank's new \$5 million agricultural research and education funding initiative. Other partners supporting the Center for Agricultural Education are American AgCredit of Greeley, Farm Credit of Southern Colorado in Colorado Springs, and Premier Farm Credit of Sterling. The Center for Agricultural Education will be constructed at the CSU research farm north of Fort Collins when the university and Colorado FFA Foundation have fulfilled a \$3 million fund-raising goal.

E. Colorado State University Celebrates Early Childhood Center Opening March 9

Young children in Fort Collins have a new place to learn and play with the recent move of Colorado State University's Early Childhood Center to its new location. The newly renovated historic Washington School Building at 223 S. Shields St. now boasts a full-day, full-year program serving children ages 6 weeks to 6 years. A grand opening celebration and open house was held March 9. The open house celebrated the culmination of an extensive, \$4.6 million remodel to the Washington School, a historic facility formerly held by Poudre School District. The 5,000-square-foot building was built in 1919. With the recent renovation it now provides

17,000 square feet of classroom space for pre-school aged children and a prime space for CSU students to study childhood development. The expansion of the Early Childhood Center, which was formerly housed in a small space on campus, offers new learning opportunities for more than 400 CSU students studying a variety of disciplines. The new location also provides more space and opportunity for research by CSU faculty.

F. NASA Grant to Fund Colorado State Professor's Research in Southeast Asia

Colorado State University Professor Stephen Leisz received a \$298,000 Early Career Scientist Grant from NASA's Land Cover/Land Use Change Program to study how the construction and improvement of road infrastructure affect land use /land cover and people's livelihoods in central Vietnam, southern Laos, and eastern Thailand. His study focuses on the impact of road improvement within an area referred to as the East-West Economic Corridor in Southeast Asia. This transportation corridor was opened in 2006 to promote economic development and integration in Myanmar, Laos, Vietnam and Thailand. Leisz, an assistant professor of geography at Colorado State, has spent the past 20 years exploring the human dimensions of land-use and land-cover changes in parts of Africa and Southeast Asia.

G. Colorado's Green Industry Donates \$100,000 to Support Horticulture Research

Leaders of the state's green industry – encompassing all the plant producers and professional services that bring to life yards, gardens, golf courses, and public spaces – have donated nearly \$100,000 to Colorado State University for research in the Department of Horticulture and Landscape Architecture. A group of Colorado industry associations jointly provided the gift. The group has annually funded research for nearly four decades; the new endowment will allow a continuation of this support in perpetuity to bolster research of special interest to the green industry.

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

A. Fire Ecology Students Trade Sunburns for Prescribed Burns Over Spring Break

Eleven members of Colorado State University's Student Association for Fire Ecology (SAFE) traveled to Nebraska's Niobrara Valley in March for an alternative spring break. They assisted The Nature Conservancy in conducting prescribed burns for the fourth annual Fire Learning Network training exchange. The students got firsthand training and experience working on a prescribed burn team and the opportunity to build relationships with natural resource agencies and professionals from across the country.

B. New Forest Service Tool Allows Planners, Landowners to Assess Wildfire Risk

The Colorado State Forest Service made available in March an online mapping tool that will help community leaders, professional planners, and interested citizens determine wildfire risk and where forest management actions can achieve the greatest impact to reduce that risk. The Colorado Wildfire Risk Assessment Portal - or CO-WRAP - is a web-mapping tool that provides

access to statewide wildfire risk assessment information. Through CO-WRAP, fire mitigation professionals, prevention planners, natural resource professionals, and interested citizens can generate maps and download data and reports that describe defined project areas, such as neighborhoods or watersheds. CO-WRAP features two levels of access – one for community leaders, planning professionals and forestry professionals, and one for interested citizens. The professional viewer provides access to data and tools for use in creating fire protection or forest stewardship plans, or identifying priority fuels treatment areas. It also allows users to generate detailed risk summary reports for customized land areas such as neighborhoods, Fire Protection Districts or counties. The public viewer provides a simple-to-use tool that allows users to explore wildfire risk and generate maps for specific locations.

C. Student Teamwork Culminates in 37th Annual Colorado State University Bull Sale

After six months of genetic analysis, hands-on work, and marketing efforts with Colorado State University cattle, students on the Seedstock Merchandising Team held the 37th annual CSU Bull Sale March 15. The CSU Bull Sale offered buyers 35 yearling Angus and Hereford bulls – cattle representing a university herd established in 1905. The sale was held jointly with Leachman Cattle of Colorado. Holding the sale jointly made the undertaking feasible for CSU and gives students experience helping to run a large-scale cattle event that annually grosses almost \$2 million. The sale capped several months of hands-on learning for the eight students on the Seedstock Merchandising Team.

D. CSU Moves into National Top 5 for Graduate School Peace Corps Volunteers

Colorado State University continues its proud association with the Peace Corps, climbing to fifth nationally for the number of volunteers in the 2013 graduate school category, and moving up to 12th in the undergraduate category for large schools. The annual list, released February 5 by the Peace Corps, recognizes the highest volunteer-producing colleges and universities for small, medium, large, and graduate institutions. Colorado State was sixth in the graduate school category and 13th in the undergraduate category in 2012. Currently, 15 CSU graduate students and 71 undergraduate alumni are serving overseas in 38 host countries. Since 1961, 1,551 CSU alumni have served in the Peace Corps, No. 14 on the list of all-time top schools.

VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT

A. CSU Named to 2013 President’s Higher Education Community Service Honor Roll

Colorado State has been named to the 2013 President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service. The Honor Roll recognizes higher-education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. This honor represents recognition from the highest levels of the United States government of CSU’s commitment to service and civic engagement.

B. Colorado State University Study Reveals Opportunities for Colorado Agriculture

A Colorado State University study released in March reveals linkages that tie Colorado's agriculture industry together, and provides an opportunity to build bridges between the different commodities and communities that make up Colorado agriculture, including the food, beverage and green industries. "The Value Chain of Colorado Agriculture" is a joint project funded by CSU's Office of Engagement and the Colorado Department of Agriculture. The study maps the economic relationships among the various sectors of Colorado's agricultural industry, which is one of the largest contributors to the state's economy. Colorado agriculture, which annually contributes at least \$40 billion in sales to the state's economy, is often seen as a collection of separate commodity groups. The value chain study makes connections among the sometimes disparate industries and sectors that nonetheless share common resources, constraints and opportunities. Results of the value chain can aid with strategic decision-making on issues ranging from workforce to natural resources to regulatory policies. In the end, the study is designed to promote additional conversations that can result in calculated investments and innovative solutions for Colorado agriculture.

C. CSU to Train Denver Weather Observers to Monitor Drought, Long-term Climate

Colorado State University's award-winning volunteer precipitation monitoring network trained Denver metro area weather observers during April to monitor drought and long-term climate conditions. The training was led by Nolan Doesken, founder of the Community Collaborative Rain Hail and Snow Network and state climatologist based at Colorado State University. CoCoRaHS is making a push this spring and summer to expand this volunteer network. The goal is to have at least one person per square mile taking observations along the Front Range and as many as possible elsewhere in the state to better track the variability in local precipitation.

D. School of Social Work Offers Free Resilience Workshop Post Waldo Canyon Fire

Colorado State University's School of Social Work offered a free professional development workshop April 5 in Colorado Springs to help people in the social work field focus on personal and community resilience after the Waldo Canyon Fire. The workshop was hosted by the School's Center for Lifelong Learning and Outreach Education, which provides research-based professional development opportunities for social workers and social service providers throughout Colorado.

E. CSU EcoCAR 2 Group Promotes Girls' Participation in STEM Courses

Colorado State University on April 5 showed young girls the fun and excitement of science and engineering in a special event – Girls Exploring Science, Technology, Engineering and Math (GESTEM) - at the Colorado Convention Center. Members of the EcoCAR 2 team from CSU encouraged 6th- and 7th-grade girls to participate in more STEM courses in the workshop. EcoCAR 2 is a student-run program that is working to turn a 2013 General Motors Chevrolet Malibu into a hybrid vehicle. It is a three-year national collegiate competition currently in its second year that pits 15 selected schools in a contest to build a hydrogen fuel-cell hybrid.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING, MARKETING

A. Report on Private Support

	March 2013		FY13 (July - March)		FY12 (July - March)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$3,418,953	3,943	\$47,322,228	26,363	\$85,496,927	26,566
Irrevocable Planned Gifts	-	-	\$78,270	2	\$353,252	3
Revocable Gifts and Conditional Pledges	\$450,000	3	\$22,017,307	82	\$5,681,870	23
Payments to Commitments Prior to Period	(\$702,035)	423	(\$6,911,327)	875	(\$8,400,704)	984
Total Philanthropic Support	\$3,166,918	3,554	\$62,506,478	25,754	\$83,131,345	25,838
Private Research	\$898,758	19	\$17,405,561	131	\$10,176,208	107
Net Private Support	\$4,065,676	3,572	\$79,912,039	25,864	\$93,307,553	25,928

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

Anonymous Donors

\$7,958,000 designated as \$5,000,000 revocable commitment in support of *Muller University Honors Scholarship endowment*, \$2,600,000 revocable commitment to support *Atchley Trust Scholarship*, College of Veterinary Medicine and Biomedical Sciences, \$158,000 revocable commitment, *Warner College of Natural Resources* \$200,000 outright gift to support *College of Veterinary Medicine Area of Greatest Need*

Monfort Family Foundation

\$2,110,000 designated as \$1,500,000 pledge to support *Monfort Professors*, \$520,000 pledge to support *Monfort Scholars*, \$90,000 gift on behalf of Myra H. Monfort-Runyan to support the *Monfort Chair Project*

Mr. Randall J. Roberts and Mary Beth Marks, Ph.D.

\$1,000,000 revocable commitment to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine and Biomedical Sciences

Patrick H. Connolly, D.V.M. and Elizabeth Connolly, D.V.M.

\$800,000 revocable commitment designated as \$200,000 to support the *Equine Center*, \$200,000 to support *Small Animal Medical Research*, \$400,000 to support *CVMBBS Scholarships*, College of Veterinary Medicine and Biomedical Sciences

The Colorado Health Foundation

\$874,321 gift to support *The Food Friends Programs to Address Childhood Obesity in Colorado Preschoolers*, College of Applied Human Sciences

The Quinn Foundation

Board of Governors of the
Colorado State University System
Meeting date: May 3, 2013

\$500,000 pledge to support the *VTH Renovation*, College of Veterinary Medicine and Biomedical Sciences

Maj Gen F. C. "Pete" Williams and Mrs. Rebecca E. Williams

\$400,000 revocable commitment to support *Engineering College Scholars*, College of Engineering

Mr. Thomas H. Jackson

\$350,000 revocable commitment to support *Buttons Duh Cat Legacy Fund*, College of Veterinary Medicine and Biomedical Sciences

Mr. James F. Beikler

\$300,000 revocable commitment to support *Ram Volleyball Network Scholarship Endowment*, Athletics

Allen & Company Incorporated (on behalf of Mr. Herbert A. Allen)

\$250,000 gift to support the *College of Business Distance Education 2020*, College of Business

Mr. Mark A. Schuster

\$250,000 revocable commitment to support the *Warner College Enrichment*, Warner College of Natural Resources

Mr. Larry R. Vosmera

\$200,000 revocable commitment to support the *College of Business*

Boettcher Foundation

\$150,000 gift to support *Engineering II Building Campaign*, College of Engineering

Mr. William C. Lukes

\$150,000 revocable commitment to support the *Animal Cancer Center*, College of Veterinary Medicine and Biomedical Sciences

Mr. Lee R. Smith

\$150,000 revocable commitment, designated as \$75,000 to support *Communication Studies Alumni Scholarship*, \$75,000 to support *Communication Studies*, College of Liberal Arts

The Estate of Jack E. Cermak

\$145,812 bequest gift designated as \$45,812 to support *Jack E. Cermak Engineering Reference Library*, \$100,000 to support *Jack E. Cermak Wind Engineering Fellowship*, College of Engineering

Ms. Catherine M. Flynn

\$130,000 revocable commitment to support the *President's Fund*, President's Office

Mr. James E. Fisher and Dr. Margaret W. Fisher

Board of Governors of the
Colorado State University System
Meeting date: May 3, 2013

\$125,000 revocable commitment to support the *Mechanical Engineering Alumni/Faculty Scholarship Endowment*, College of Engineering

Lockton Companies LLC-Colorado Division

\$125,000 pledge to support *Insurance Risk Management*, College of Business

Hermann Miller

\$111,018 in-kind gift to support *Design and Merchandising*, College of Applied Human Sciences

Wayne Allard, D.V.M.

\$107,664 gift to support *W. Allard Prion Research*, College of Veterinary Medicine and Biomedical Sciences

Ms. Rebecca F. Austin

\$100,000 revocable commitment to support the *Austin Environmental Activist Scholarship*, Enrollment and Access

Boehringer Ingelheim Vetmedica, Inc.

\$100,000 gift to support the *Center for Companion Animal Studies*, College of Veterinary Medicine and Biomedical Sciences

Dr. Walter M. Francis

\$100,000 revocable commitment to support the *Dr. Walter M. Francis Veterinary Medicine Scholarship*, College of Veterinary Medicine and Biomedical Sciences

Mr. Bere S. Neas

\$100,000 revocable commitment designated as \$50,000 to support Athletics and \$50,000 to support the College of Business

Wells Fargo Foundation

\$100,000 gift to support the *Center for New Energy Economy-Program*, School of Global Environmental Sustainability

B. Dairymen's Donation to CSU Will Help Overhaul Animal Sciences Building

Distinguished dairy businessmen Dick and Eddie Robinson, brothers noted for leading Robinson Dairy of Denver and for their dedicated philanthropy, have donated more than \$500,000 to Colorado State University for use in major renovation of the Animal Sciences Building on campus. The pacesetter gift is the largest private donation so far to the \$13.4 million project, which will overhaul the 56-year-old building that houses the CSU Department of Animal Sciences, its offices, laboratories, and classrooms. Dick Robinson graduated from CSU with a degree in animal science in 1951, and Eddie followed in 1954. After serving in the U.S. Army, the brothers took over their fourth-generation family business and rose to prominence in Colorado's agricultural and business circles.

C. CSU Receives \$1.5 Million Gift to Establish Repp Distinguished Veterans Fund

Dennis Repp, a 1960 CSU alumnus, has donated more than \$1.5 million to the New Start Program, housed in the Center for Community Partnerships in the university's nationally ranked Department of Occupational Therapy. Repp provided \$50,000 to help the CSU program begin to serve student veterans, and then later gave \$1.5 million to establish the Repp Distinguished Veterans Fund supporting New Start. The fund ensures student veterans with sustained injuries can get a new start on their lives and succeed in college and in life after serving our country. The New Start Program also benefits CSU's occupational therapy students, who work with student veterans while learning about the challenges of specific disabilities and formulating strategies for addressing these challenges. The program is able to offer services to student veterans at no cost.

D. Vet Med Obtains \$1 Million Gift from Woman Who Dreamed of Being Veterinarian

Colorado resident Dorothy Vaughan always dreamed of being a veterinarian, but her father told her at a young age that only men could perform veterinary work. Vaughan passed away last year, but her estate will ensure that other students pursue their dreams with her gift of a \$1 million memorial scholarship fund to Colorado State University's College of Veterinary Medicine and Biomedical Sciences. The fund will support students pursuing a Doctorate in Veterinary Medicine at CSU.

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Colorado State University Names Mike Lester New State Forester

Colorado State University on March 22 named Mike Lester the new state forester and director of the Colorado State Forest Service. As state forester, Lester will lead the CSFS to provide for the protection of Colorado's forest resources; ensure forestry education, outreach and technical assistance to private landowners; and carry out the duties of the Division of Forestry within the Colorado Department of Natural Resources. The CSFS is a service and outreach agency of Colorado State University, and provides landowners with technical forestry assistance and outreach via 17 district offices located throughout Colorado. Lester, a CSU alumnus, comes to the CSFS with nearly 30 years of professional experience in state and private forestry.

B. Brown Joins CSU as Director of Colorado Futures Center

Charles Brown joined Colorado State University on February 4 as director of the Colorado Futures Center, a new public policy institute focused on providing vital research and analysis of issues impacting the state's economy and quality of life. Brown comes to CSU from the University of Denver, where he headed up the Center for Colorado's Economic Future and authored a landmark study showing that growth in required state spending for education, health care, and prisons would crowd out funding for higher education, courts and all other state programs by 2024. Prior to joining DU, Brown, who also has an independent consulting firm, spent 29 years in state government, including 17 years as executive director of Legislative Council. The Colorado Futures Center will be based out of CSU's Denver Center.

C. Equine Reproduction Laboratory at Colorado State University Names New Leader

Two leaders in Colorado State University's renowned Equine Sciences programs are gaining new responsibilities as part of a larger effort to strengthen internationally recognized teaching and research on campus. Dr. Jerry Black, a veterinarian and associate professor in the Department of Animal Sciences, is now director of the CSU Equine Reproduction Laboratory, a leader in horse reproductive technologies and genetic preservation. As director, Black will oversee day-to-day operations of the Equine Reproduction Laboratory in the College of Veterinary Medicine and Biomedical Sciences. Black will retain his position as director of the undergraduate Equine Sciences program in the College of Agricultural Sciences. In addition, Jason Bruemmer, a professor in the Department of Animal Sciences, now fills a new role as associate director of the Equine Sciences undergraduate program. Bruemmer has been a faculty member in both the Equine Sciences undergraduate program and the Equine Reproduction Laboratory for more than 15 years. Dr. Mark Stetter, dean of the College of Veterinary Medicine, said the faculty shifts are a step toward establishing a new CSU Equine Sciences and Health Institute that would draw together multiple equine programs.

D. Adult Learner and Veteran Services Names Retired Colonel Pickett New Director

Colorado State University's Office of Adult Learner and Veteran Services has named retired Colonel Jenny Pickett the new director of Adult Learner and Veteran Services and Janella Mildrexler as the new assistant director of the Adult Learner and Veteran Services office. In 2011, Pickett joined ALVS as the assistant director after a 28-plus-year career with the United States Air Force. Prior to her military retirement, she was the commander/department head and professor of Aerospace Studies at CSU, leading one of the nation's top four Air Force Reserve Officer Training (ROTC) programs. Janella Mildrexler, the new ALVS assistant director, comes to Colorado State from the University of Northern Colorado, where she was the graduate assistant for Clubs and Organizations.

IX. RESOURCES AND SUPPORT: GUARANTEE FINANCIAL STABILITY

A. New Scholarship at CSU Aims to Increase Global Awareness in Students

An Applied Chemistry alumna has created the Patricia A. Yingst Scholarship for the College of Natural Sciences in memory of her parents, whose support allowed her to gain an education and travel through Europe after graduation. CSU announced the scholarship March 18. Yingst, who graduated in 1957, hopes the endowed scholarship will promote learning through experience and cultural awareness. Yingst's gift will benefit full-time undergraduates enrolled in the College of Natural Sciences with a 3.2 GPA and a demonstrated interest in multicultural respect, cooperation, and understanding.

X. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Mountain West Signs National Television Deal with ESPN

The Mountain West Conference in March announced that it has reached agreement with ESPN to be a national television rights holder for the Conference's football and men's basketball games. The agreement, which begins with the 2013-14 season, will increase national exposure for the Mountain West Conference schools. CBS Sports Network will remain the Conference's primary rights holder, and under the new agreement, CBS Sports Network and ESPN will alternate game selections, with ESPN controlling rights to Boise State home football games. The Mountain West is in the process of negotiating an agreement for the inaugural Mountain West Football Championship Game with CBS Sports Network.

B. CSU Advances to "Finest Four" in Environmental March Madness Tournament

For the second year in a row, Colorado State University has been chosen as part of the "Finest Four" and has moved on to the final round of the annual Environmental March Madness Tournament, a national competition recognizing colleges and universities in environmental excellence. The tournament is sponsored by Enviance Inc., provider of environmental management and tracking software, in partnership with GreenBiz Group and Qualtrics. The "Finest Four" were narrowed down by the judges the "Environmental Eight" round by demonstrating exceptional environmental academics, student opportunities, and on-campus sustainability initiatives, as well as outstanding student and faculty engagement. Also listed are George Mason University, Ohio State University, and the University of Washington. Colorado State also made the list of four finalists in last year's competition.

C. CSU Social Media Team Ranks Among Best in the Country

Colorado State University's Social Media Team was named a finalist for the PR News Social Media Icon Award for the nation's best social media team. Other finalists are AEG Sports, Cisco Systems, and the United Nations Foundation. Kimberly Sorensen of the CSU External Relations Division spearheads this team, which also includes staff members from Athletics, University Advancement, Alumni Relations, and the President's Office.

D. CSU's Temple Grandin Honored by Legislature on World Autism Awareness Day

As part of World Autism Awareness Day April 2, Professor Temple Grandin was recognized on the floor of the Colorado House of Representatives and the Colorado Senate for using insights gained from her autism to design humane livestock-handling systems that have revolutionized the agricultural industry.

E. "Plaid" to be a Colorado State University Ram -- CSU Designs Official Tartan!

Colorado State University design students are weaving an easy way to spot someone from the Ram clan: They have designed an official CSU tartan plaid. CSU Rams – students, faculty and staff, alumni, donors, and friends of the university -- get to choose the winning design and can

wear the tartan plaid pattern proudly this fall. A tartan is traditionally known as plaid patterns worn in Scotland, often as a kilt or sash slung over the shoulder. Hundreds of years ago, Scottish warriors and their clans were identified by the specific pattern or patterns of plaid they wore. CSU student designs have been narrowed to a final three, inspired by the history of the university and carrying its official colors-- sage and pumpkin colors from its Colorado A&M history and the current forest green and gold. CSU students, faculty, staff and fans can vote online on the final design. Official CSU tartan plaid merchandise will be available in fall 2013 in the CSU Bookstore and other local and national retailers.

F. Donation from Colorado State University Amounts to More Than a Hill of Beans

The university's Agricultural Research, Development, and Education Center and its Dry Bean Breeding Project has donated 3,500 pounds -- nearly two tons -- of dried pinto beans to the Food Bank for Larimer County and the Weld Food Bank, which assist people in need throughout Northern Colorado. ARDEC, the CSU research farm north of Fort Collins, is home base for the Dry Bean Breeding Project, which develops bean cultivars well-suited for Colorado's growing conditions. The Dry Bean Breeding Project is just one program in the College of Agricultural Sciences that donates harvests to local food banks. For instance, the CSU Horticulture Farm, also north of Fort Collins, donates organically grown raspberries, tomatoes, and other vegetables to the Food Bank for Larimer County.

G. Chapman University Documentary Highlights CSU's Prestigious Equine Programs

A documentary produced by Chapman University undergraduate film students and narrated by Colorado Governor John Hickenlooper spotlighted Colorado State University's efforts to advance equine and human health and support the critical connection humans have to horses in Colorado and the West. The film, "Horse Sense," debuted at a private event at the Denver Museum of Nature & Science Phipps Theater February 18. Rocky Mountain PBS will broadcast the film at 8 p.m. May 9. Students in Chapman's Dodge College of Film and Media Arts produced the film, which also includes original music by country singer/songwriter and Colorado resident Pete Martinez.

H. President Emeritus Bill Morgan, family honored with Founders Day Medal

This year, the university honored former CSU President William E. Morgan and his family with the Founders Day Medal. Morgan, born in 1909, became Colorado A&M's eighth president in 1949, and managed the transition from Colorado A&M, an agriculture and engineering school, to Colorado State University, now composed of eight colleges.



Student Success and Advancement

- CSU-Global has graduated 1893 students to-date (1304 earning Bachelor's degrees and 589 earning Master's degrees).
- The university has received a *Google Grant* to establish a workshop designed to help high school teachers with integration of computer science concepts and activities into their lessons.
- CSU-Global has initiated a coordinated effort to allow students to have the ability to earn a Teaching License online through *TeacherReady*, an online alternative licensure and NCATE accredited program, as part of their M.S. in Teaching and Learning program at CSU-Global Campus.
- The university has received funds from the Daniels Fund to provide need-based scholarships. CSU-Global currently has a scholarship program in place that provides merit-based scholarships each Trimester, and it will add the need-based awards to its ongoing activities. The next round of awards, including the Daniels Fund *Boundless Opportunity Scholarships*, will be issued for the Fall Trimester
- CSU-Global has become a member of the *Golden Key International Honor Society* which allows students to apply for membership. Members who apply and are accepted to the Society receive exclusive opportunities and connections through scholarships and awards, partnerships with major corporations, career advancement and graduate programs.

Academic Excellence

- CSU-Global was approved by the Higher Learning Commission to offer the B.S. in Marketing, B.S. in Project Management, Master of Finance, Master of International Management, and Master of Project Management.
- The university has launched its Contemporary Practices in K-12 Online Learning which has been a collaborative effort with administrators and teachers of Colorado public and private virtual academies.

Expand Statewide Presence

- As of April 1, 2013, CSU-Global has 7755 active students.
- New Affiliate relationships have been formed with 15 new companies including United Airlines, Safeway, NYU Hospitals, and TW Telecom.

- CSU-Global has completed an articulation agreement with *The Institutes*, a division of the American Institute for Chartered Property Casualty Underwriters, which specializes in education for insurance industry personnel.
- CSU-Global was ranked in the Top 10 for the most affordable online Master's degree program by SuperScholar.org. Other recognized universities include Oregon State University and Western Governors University.
- CSU-Global was rated by U.S. News and World as 7th in the nation for Best Online Bachelors Programs in 2013.

Opportunities for Building a Stronger Future for Colorado

- CSU-Global has launched its first Re-engagement Program test in collaboration with a private university. The Program is designed encourage students to attend CSU-Global who have completed some college at a partner university but who left that university without completing his/her degree.
- The CSU-Global president and Provost were invited to speak to a Higher Education Administration class of CSU students on their perspectives and research on the future of nontraditional and online learning.
- CSU-Global hosted CSU-Pueblo faculty and technology services personnel on April 22nd to provide a hands-on opportunity to experience the technology and tools CSU-Global uses to build and teach its courses.
- The results have been tabulated from the bi-annual student satisfaction survey, the Noel Levitz Priorities Survey. CSU-Global ranked higher than the national average of scores in, "*Tuition paid is a worthwhile investment; This institution has a good reputation; Program requirements are clear and reasonable; Faculty provide timely feedback about student progress; This institution responds quickly when I request information; and Billing and payment procedures are convenient for me.*"

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

I. ACADEMIC EXCELLENCE

A. National Higher Education Community Service Honor Roll Acknowledges Partnerships

CSU-Pueblo was one of many universities recently named a member of President Obama’s Higher Education Community Service Honor Roll for its commitment to volunteering, service-learning and civic engagement. The university was recognized for the \$11 million of value it returns to the community through service hours that students and faculty provide through volunteering, service-learning, work study, internships, and community-based research. From July 2011-June 2012, over 2600 students contributed 512,000 community service hours.

The three projects highlighted in the application were the annual Southern Colorado Health Fair event which provides 25 different health care screenings and numerous interactive health education activities at no cost to attendees. The health fair is facilitated each year by the Nursing Department under the leadership of Nursing faculty, Ruth DePalma, with extensive collaboration from local health care providers.

A second project that was identified is the ongoing CSU-Pueblo scientific research effort lead by Dr. Moussa Diawara in collaboration with local government health care leaders that is attempting to identify the potential health risks to children who have been exposed to lead in particular geographic areas of Pueblo.

Finally, the decades-long partnership the university has with the nonprofit Bessemer Historical Society was highlighted in which students from multiple disciplines work as historical researchers, archivists and special event fundraising planners. The mission of the BHS is to identify and recognize the historical role that the Colorado Fuel and Iron company (CF&I) played in the history of Pueblo. CSU-Pueblo faculty member, Dr. Fawn Amber Montoya, works with both undergraduate and graduate students on the project and is also the current scholar-in-residence at the BHS.

B. Sociology Professor Publishes Two Books

Sociology professor, Dr. Timothy McGettigan, has recently published two books, Evolution at the Speed of Thought: A New Chapter in the History of Evolution,

Wheelman Press, 2013, and God's Loaded Dice: Random Musings on a Universe Gone Mad, Kindle Direct Publishing, 2013.

C. Graduate Works Symposium Features Current Student Research

The work of 18 graduate students majoring in biology, engineering, English, and history was recently showcased at the first graduate works symposium ever held at CSU-Pueblo. Topical categories for the students work included, the "Creation and Use of Technology", "Microorganisms to Outer Space", "Environmental and Medical Effects of Technology", "Effects of Inner and Outer Environments", and "Presentation and Persuasion of History and Narrative". The event was sponsored by the Graduate Studies Board and the Regional Access to Graduate Education (RAGE) program.

D. Autism is Presentation Topic at Rocky Mountain Psychological Association Event

Psychology Professor Barbara Brett-Green and two student research assistants, presented on "*Multisensory Processing in Children with Autism Spectrum Disorder: Auditory and Somatosensory Integration*", at the annual Rocky Mountain Psychological Association meeting recently held in Denver.

E. Nursing Professor Named Regional Nightingale Finalist

Nursing Professor, Dr. Peg Rooney, is a regional finalist for the Colorado Nurses Foundation Florence Nightingale Award, which pays tribute to the professional excellence of Colorado's registered nurses. Dr. Rooney was recognized for her leadership in securing a \$2 million grant to educate 64 registered nurses in an accelerated format that was also recognized by the U.S. Department of Labor. She has also facilitated numerous partnerships both nationally and internationally. She is one of four regional finalists who will advance to the state competition in May. Nursing faculty member, Dorothy DeNiro has received the award at the state level and four Nursing faculty have also been regional Nightingale Award recipients. They are professors Susan Williams and Ruth DePalma, and Drs. Joe Franta and Joann Crownover.

F. Student is U.N. Ambassador at Youth Summit

Pakistani international student Talha Qureshi, a sophomore business major, presented a paper on the future of Iraq at the New York Global Young Leaders Summer International Model UN, an event hosted by the United Nations. Students from five continents participated in the event to learn about current international issues and the limitations of international negotiations.

G. Student Magazine Take Second Place in Four-State Regional Competition

The CSU-Pueblo TODAY magazine earned second place honors for Best Student Magazine in the Society of Professional Journalist's Region 9 Mark of Excellence Awards that evaluate undergraduate student publications in Colorado, Wyoming, New Mexico, and Utah. The magazine is a journalistic media lab of the Mass Communications Department and Center for New Media. The award-winning edition was created in collaboration with the Reporting Public Affairs course offered in the department.

H. Colorado Broadcasters Recognize RMPBS "Matchwits" Production Staffed by CSU-Pueblo Students

The KTSC-RMPBS student-produced academic program, "Matchwits", recently won Best Mini-Documentary or Series at the CBA Awards held in Denver. The program is directed by KTSC-RMPBS, staffed by students in the Mass Communications Department, and produced in the KTSC-RMPBS studio on the CSU-Pueblo campus. In fall 2013, "Matchwits" will become a statewide program with every high school in Colorado eligible to compete in the televised academic quiz show.

I. Engineering Department Hosts annual Regional Engineering Conference

Drs. Ananda Paudel and Leonardo Bedoya-Valencia recently organized the ASEE Rocky Mountain Section Conference with the following universities participating. University of Utah, Weber State University, University of Colorado-Boulder, University of Colorado-Colorado Springs, Colorado State University-Ft. Collins, South Dakota School of Mines and Technology, Denver Metropolitan University, and Colorado School of Mines.

J. Book Chapter Focuses on History of Apache Relocation

History Professor Dr. Paul Conrad, has completed a book chapter, "*Indians, Convicts, and Slaves: An Apache Diaspora to Cuba at the Turn of the Nineteenth Century*", for publication in Uniting the Histories of Slavery in North America and its Borderlands by SAR Press.

K. Biology and Chemistry Faculty Collaborate on Watershed Study and Publication

Drs. Scott Hermann and Del Nimmo (biology) and Dr. David Lehmpuhl (chemistry) along with student research assistants, recently published their study

of the Fountain Creek Watershed. The work is entitled “*Bioaccumulation of Selenium by the Bryophyte Hygrohypnum ochraceum in the Fountain Creek Watershed, Colorado*”, and was published in the Journal of Environmental Management.

L. Journal Article Focuses on Mormonism’s Racial Past

History Professor Dr. Matt Harris, had his article, “*Mormonism’s Problematic Racial Past*”, recently published in the John Whitmer Historical Journal.

CSU-Pueblo Events Focused on Middle and High School Student Academic Success

M. 400 Students Participate in History Day Competition

For the 19th straight year, the History Department has hosted the Southeastern Colorado History Day competition in March to determine the qualifiers for the Colorado History Day competition held in Denver each May. Based on the theme, “Turning Points in History: People, Place & Events”, the event included presentations that highlighted the role of CF&I in the industrial revolution, the story of the Ludlow Massacre and its impact on U.S. labor relations, the African-American Soldiers of the 54th Massachusetts and their relationship to military aircraft in history, and the Lewis and Clark expedition as a turning point in the journey to the northwest passage.

N. 300 Students Compete in CSU-Pueblo Science and Engineering Contest

The College of Education, Engineering, and Professional Studies recently hosted over 300 middle and high school students for its annual competition. Students were divided into 189 teams for the seven-event competition which focused on robotics.

O. 130 Math Students Participate in Annual Mathematics Event on CSU-Pueblo Campus

The tenth annual Pikes Peak Regional Undergraduate Mathematics Conference was recently held at CSU-Pueblo with 130 math undergraduates from Colorado and Wyoming in attendance. The conference allows undergraduate math majors to present their research and expository projects in a professional setting.

II. STUDENT ACCESS AND SUPPORT

A. University Retention Plan Being Implemented

The university Retention Task Force continues to implement strategies from the larger plan in order to strengthen retention initiatives among all campus units. Some highlights include implementing a registration incentive to motivate students to register for fall before they leave for summer break, providing a customer service training exercise to faculty and staff, and enhancing the coordination among the different tutoring labs to provide optimum service to students.

B. First Transfer Student Discover Day Gets Students on Campus

The annual Discover Day event intended to move students from application to registration was expanded for the first time with a Discover Day just for transfer students. Over 50 students from Pikes Peak Community College, Pueblo Community College, Trinidad State Junior College, and Otero Junior College, attended the event.

C. Kane Scholarship Recipients Chosen

Seven high-achieving students from Pueblo County high schools have been selected to receive the prestigious Kane Scholarship beginning in fall 2013. Students were selected based on their high school academic record, written essays, and a competitive two-tier interview process. Each of the seven recipients is from a different Pueblo County high school. The scholarship covers tuition, books, and mandatory course fees. The scholarship is made possible by the Kane Family Foundation, a charitable effort of the late Alexander “Andy” and Wanden Matthews Kane.

D. New Recruitment and Marketing Initiatives Continue to be Implemented

Numerous summer and fall 2013 recruitment initiatives are being activated that include a unique summer school initiative called “Summer Scholars” to offer new freshmen the opportunity to earn six college credits in four weeks this summer through a discounted program. Additionally, international student recruitment has been enhanced this spring with the addition of a Latin American recruitment trip to Mexico, Brazil, Columbia, Chile, and Peru. A second trip to Germany occurred, as well, and a trip to China is planned for June to recruit for the CSU-Pueblo MBA program. A special registration incentive for Pikes Peak Community College graduates is also currently being implemented.

E. Technology is Enhanced to Help Students with Registration and Tuition Payment

A new student portal in the PAWS system has been created through collaboration between Information Technology Services and Student Financial Services that allows each student to see an estimated tuition and fee cost immediately after the student registers for classes. A new student billing page has also been established that allows students to view messages directly about one's tuition bill and timelines for payment.

F. Business School Continues Proactive Student Engagement Efforts

Faculty and staff of the Hasan School of Business have implemented a peer mentoring program that pairs at risk students with exemplary student mentors, enlisted current students to make phone calls to encourage student registration, and have visited all DECA and FBLA advisors at regional high schools.

G. Veterans Resource Center Revitalized

Over 100 employees from various Home Depot stores voluntarily took part in a transformation of the Veterans Resource Center on campus during a two day project in early April. Rooms were painted, carpeting installed, and new furniture added. The space provides a comfortable environment for students who are veterans to meet informally on the campus. The \$40,000 project was a combination of a cash donation from the Home Depot Foundation and in-kind labor and design services.

III. DIVERSITY

A. President's Hispanic Advisory Council Helping with Community Outreach

A new initiative has been created that will help the president further engage Hispanic families in non-traditional settings such as churches and community centers. Members of the President's Hispanic Advisory Board will identify unique opportunities and personally attend the events with the president. The goal of the effort is to create opportunities for the president to meet Pueblo families in a less formal environment away from the university setting.

B. CSU-Pueblo Re-establishes Ballet Folklorico

Through the leadership of faculty member, Dr. Dora Luz Cobian-Klein and Artistic Director Iskra Merino Martinez, Ballet Folklorico has returned to CSU-

Pueblo after a multi-year absence. On March 16, the student organization presented *Showcasing Diversity through a Mexican Tradition: Dance*, with dances from the Mexican states of Tamulipas, Oaxaca, Nuevo Leon, Baja California Norte, Baja California Sur, Veracruz, and Jalisco to over 500 attendees. With spectacular colorful costumes, beautiful Mexican music, and talented dancers, Ballet Folklorico hopes to perform in other areas of Colorado, parts of California, and Chihuahua, Mexico.

C. Muslim Poetry Reading is Focus of Library Presentation

The Library and Academic Resources Center recently presented the poetry reading, "*Poetic Voices of the Muslim World*" followed by a reception featuring Middle Eastern foods. English and Farci speakers read poems by the Sufi poet, Rumi.

D. International Student Association Holds Annual Extravaganza

The International Student Association at CSU-Pueblo, which represents the 140 international students currently enrolled at the university, recently held its annual food and cultural extravaganza. The annual event is open to the public and features foods made by the international students from their home countries and cultures. The largest contingencies of international students currently enrolled at CSU-Pueblo come from China, South Korea, and Germany. Additionally, 17 of the international students are currently enrolled in ELI, an intensive English language program that employs an highly interactive method of learning English.

IV. IMAGE BUILDING

A. Two Former TWolf Football Players Sign in Europe

Two former TWolf football players, Jesse Lewis and Marcial Williamson, have each signed to play professional football in Europe this coming season. Lewis, a 2010 All-American, will play with the Raiffeisen Vikings Vienna, one of the most dominant American football clubs in Europe. Williamson will play with the Baltic Hurricanes, originating in Kiel, Germany.

V. COMMUNITY ENGAGEMENT

Two Nationally Prominent Women Present to the Pueblo Community

A. A Former Black Panther Activist and a National Expert in Autism from CSU-Ft. Collins present to the Pueblo Community

Dr. Angela Davis, a former Black Panther activist and current history professor at the University of California-Santa Cruz, along with Dr. Temple Grandin, autism and animal welfare advocate and current CSU faculty member, both presented this past spring as part of the Distinguished Speakers Series at CSU-Pueblo.

As the author of eight books, Dr. Davis presented on democracy and civil engagement and emphasized the importance of building communities of struggle for economic, racial, and gender equality.

Dr. Grandin, currently a professor of animal science at CSU and bestselling author, spoke on the different kinds of minds that exist within the spectrum of human beings. As a person with high-functioning autism she is known as the inventor of the squeeze machine designed to calm hypersensitive people. She is also nationally recognized as a consultant to the livestock industry on animal behavior and welfare, integrating her knowledge of autism with an understanding of the animal behavior.

B. Campus Event Promotes Healthy Lifestyles

Faculty and students from the Exercise Science, Health Promotion, and Recreation Department recently hosted Pueblo school children from kindergarten to 8th grade for a day of yoga, rock wall climbing, field hockey, martial arts, and tennis, as part of the national “Let’s Move” campaign.

C. Newly Elected County Commissioners Meet with the President Di Mare

Two of Pueblo’s three new county commissioners met recently with the president to discuss community partnerships between the university and nonprofit, government, and for-profit organizations. The commissioner’s touted the role CSU-Pueblo plays in economic development in the region and offered to look for ways to assist the university in marketing to more non-resident and international students.

D. President's Gala on May 17 to Honor Two Prominent Puebloans

The current president of Pueblo Community College, Patty Erjavec, and long-time biology faculty member, Dr. Jack Seilheimer, will be honored with President's Medallions for Distinguished Service as part of the 2013 President's Gala, hosted by President Di Mare. Patty Erjavec will be recognized for her service to education through the State Board of Colorado Community Colleges and in her current role as president of Pueblo Community College. Dr. Seilheimer will be recognized for his service to the university since 1963. During his decades at the university, he has served as a faculty member, department chair, dean, and even an assistant athletics coach early in his career. He has been an ardent faculty advocate as former president and member of the Faculty Senate, and is greatly admired for his integrity and wisdom as a member of the CSU-Pueblo community.

E. Career Center and Alumni Office Collaborate for Student Career Efforts

The annual Career Fair sponsored by the CSU-Pueblo Career Center, in March hosted 50 local, regional, state, and national employers seeking qualified graduates from across all disciplines. Students were expected to be dressed in business attire, bring a professional resume, and be prepared for the possibility of onsite interviews with potential employers. Additionally, the evening prior to the career fair kickoff, the alumni association hosted a "Student to Community Networking Mixer" so that students could meet business leaders in a more relaxed setting.

VI. RESOURCE MANAGEMENT

A. New Provost Named

Dr. Carl Wright, current dean of the College of Business at Grambling State University, has accepted the position of Provost and Vice-President of Academic Affairs and will begin his duties on July 15. His academic background and finance experience will be a tremendous asset as the university continues its long-term goal of better aligning university programs with identified budget priorities. He also has a passion for underserved populations that is in harmony with CSU-Pueblo's commitment to diversity.

His prior experience includes serving as VPFA and accounting department chair at Virginia State University. He has taught business and accounting classes since 1976. He has co-authored articles on information technology and distance education, and examined the role that external auditors play in nonpublic

regulatory environments. His research interests include data security and structural equation modeling in managerial accounting. He earned a bachelor's degree in accounting from Virginia State University, a Master of Business Administration from Virginia Commonwealth University in Richmond, Virginia, and a Ph.D. in business administration from Jackson State University in Jackson, Mississippi.

B. Multi-Media Classrooms and Interactive Digital Signs Added Through Information Technology Services

Four additional classrooms have been converted into “smart” classrooms thereby enhancing the teaching-learning experience for faculty and students, and seven new digital signs have been installed in the Library and Academic Resources Center and the Technology Building. The digital signage in campus building allows the university to send messages to students on any topic from registration and tuition payment reminders, to campus events, and important messaging of immediate consequence such as weather reports.

VII. SHARED GOVERNANCE

A. Strategic Planning Task Force Created

The 2013-2016 CSU-Pueblo Strategic Planning Task Force is focusing on “Student Success” as its overarching theme for the next strategic plan that will also prepare the university for its accreditation review in 2016-2017 with the Higher Learning Commission of the North Central Association. The task force is comprised of representatives of campus stakeholders and has determined that its guiding principles will focus on initiatives that will produce measurable outcomes to improve student recruitment, retention, and graduation rates at CSU-Pueblo over the next three years.

B. University Budget Board Provides Direction on Future Budgets

The University Budget Board (UBB) comprised of representatives from all campus stakeholders, has completed an analysis of all university programs, toward the long-term goal of better aligning programs with identified future budget priorities. The analysis is currently being reviewed to determine next steps in this very important initiative for the university. In addition, the UBB provided guidance related to the 2013-2014 budget revenue and expense projections.

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Report Item

VIII. GRANTS RECEIVED

**Graduate Studies and Sponsored Research
Grants and Contracts – Received Only**

Academic Affairs

Provost Office

Sponsor

Lumina Foundation/Colorado Department of Higher

Education

Principal Investigator

Dr. Rick Kreminski

Project Title

Credit When It's Due

Award Dates

10/1/12-9/30/14

Amount

\$35,000

University Total Received \$35,000

Section

7

Committee Reports

This section
intentionally left blank

Section

8

Consent Agenda

A. Colorado State University System

- Minutes of the February 4, 2013 Board of Governors Orientation Meeting
- Minutes of the February 6-7, 2013 Board of Governors Retreat
- Minutes of the February 7, 2013 Evaluation Committee Meeting
- Minutes of the February 7, 2013 Academic and Student Affairs Committee Meeting
- Minutes of the February 7, 2013 Audit and Finance Committee Meeting
- Minutes of the February 7, 2013 Real Estate/Facilities Committee Meeting
- Minutes of the February 8, 2013 Board of Governors Meeting

B. CSU-Fort Collins

- Nondelegable Personnel Actions
- Approval of Spring and Summer Degrees
- Approval of Special Academic Unit – Graduate Degree in Public Health

C. CSU-Pueblo

- Faculty Handbook Change - Amending Department Chair selection process
- Faculty Handbook Change – Revision of conflict of interest disclosure procedure
- Faculty Handbook Change – Revision to language regarding handbook amendment procedure
- Faculty Handbook Change – Deletion of references to Charter School
- Faculty Handbook Change – Amending language pertaining to faculty employment
- Faculty Handbook Change – Updating University Librarian qualifications
- Approval of Spring Degree Candidates
- Administrative Professional Council Handbook Change – Amending Bylaws pertaining to Council Positions, Reporting Area Representatives/Council Representatives, Voting and Committees
- Approval of Employment Agreement: Provost and Vice President, Academic Affairs

D. CSU-Global

- Approval of Degree Candidates – Spring A term

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ORIENTATION MEETING MINUTES
CSU System Office, Denver, Colorado
February 4, 2013**

CALL TO ORDER

Chair Joseph Zimlich convened the orientation meeting at 10:10 a.m.

ROLL

Board of Governors present: Joseph Zimlich, Chair; Dorothy Horrell, Vice Chair; William Mosher; Demetri “Rico” Munn.

CSU System staff present: Michael Martin, CSUS Chancellor; Michael Nosler, CSUS General Counsel; Sharon Teufel, Executive Assistant to the Board of Governors

BOARD OF GOVERNORS’ ROLE AND DUTIES

Chair Zimlich welcomed the new members and reviewed the agenda. He provided a brief overview of the CSU System and the three campuses. Chair Zimlich explained that other Board members, the Chancellor, campus Presidents and the CSU staff are available as resources. He reported Board members are registered with the Association of Governing Boards, which is another resource, and noted the upcoming AGB conference in April.

Chair Zimlich explained the importance for Board members to stay focused on the governance level. He provided an overview of the duties for Board members as outlined by statutory requirements and noted the work of the Board is driven by the mission of the CSU System and the three campuses. Chair Zimlich recounted the indirect Board responsibilities for the CSU-Pueblo Foundation, CSU Foundation and CSU Research Foundation (CSURF). He explained the relationship between CSURF and the faculty research that results in intellectual property which includes startups and inventions.

In response to a question from Governor Munn, Chair Zimlich explained the Board spends a large portion of its time working through the three committees: Academic and Student Affairs, Audit and Finance, and Real Estate/Facilities. Vice Chair Horrell commented on the Board’s focus on strategic planning and explained that strategy and other issues are brought forward by the three Presidents. She noted time is also spent on legislative issues. Chair Zimlich explained how the budget process involves strategic imperatives and is a year-round process.

Vice Chair Horrell explained that the Board is responsible for the evaluation of the Chancellor and other direct reports, and also indirectly responsible for the evaluation of the three campus presidents. Chair Zimlich indicated the structure of the CSU System will be examined at the February Board retreat and currently the direct reports are the CSUS Chancellor, the CSUS General Counsel and the CSUS Director of Internal Auditing. Chair Zimlich commented the Board operates through consensus and acts with one voice externally with the Board Chair as the key spokesperson.

OVERVIEW OF THE CSU SYSTEM

Chancellor Michael Martin explained how the Board sets the values and policies for the CSU System and the administration takes these directives to develop the strategies and tactics for implementation.

Chancellor Martin reported the biggest challenges facing the CSU System are funding; recharging the faculty particularly in light of the Baby Boomers retiring; and recruitment with a changing student population.

Chancellor Martin explained that another challenge is creating statewide alliances with the CSU System as a leader in the statewide system. He commented on the footprint the CSU System has on the state of Colorado and, as the state's land-grant institution, the specific land-grant requirements of accessibility, research and extension service that is cooperatively divided into thirds between the federal government, the state government, and the counties.

Chancellor Martin commented on the uniqueness of the three CSUS campuses. Vice Chair Horrell commented on philosophical differences between CU and CSU, and on the synergy created by President Frank's annual state tour that includes meeting with county commissioners.

Chair Zimlich provided an example of how the Board has taken a long-term view with the development of real estate policies and, during the next four years, will continue to develop that long-term view with guidelines to further develop the CSU System. Governor Mosher suggested three to five strategies or ideas be selected to drive the conversations at each of the Board meetings.

Vice Chair Horrell commented on the dichotomy of what is occurring with online education. Chancellor Martin stated the three campuses are working to hybridize and blend curriculums. He reported the CSU System is examining ways to expand revenues and remarked on the Venture Capital Fund proposal.

CONFIDENTIALITY AND CONFLICT OF INTEREST

General Counsel Nosler explained the role of the Office of General Counsel. He briefly reviewed the CSUS Legal Services Policy and the job description for the General Counsel. General Counsel Nosler explained the Conflict of Interest Policy and asked the new members to complete and sign the Conflict of Interest Disclosure Statement. He reviewed and asked the new members to sign the International Traffic in Arms Regulations Statement. General Counsel explained the Open Meetings Law and the Open Records Act.

WRAP-UP COMMENTS

Chancellor Martin commented on the significance of AAU designation and noted the upcoming February Retreat and Meetings to be held in Pueblo, Colorado. Vice Chair Horrell remarked on the high quality of education provided by the CSUS campuses and noted the role of the Board is to support the campus presidents.

With no further business to conduct, the Board of Governors Orientation Meeting was adjourned at 11:33 a.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS RETREAT MINUTES
El Pueblo History Museum, Pueblo, Colorado
February 6-7, 2013**

CALL TO ORDER

Board Chair Joseph Zimlich convened the Board of Governors retreat at 10:18 a.m.

ROLL

Governors present: Joseph Zimlich, Chair; Dorothy Horrell, Vice Chair; Ed Haselden, Treasurer; Mary Lou Makepeace, Secretary; Dennis Flores; Scott Johnson; William Mosher; Demetri “Rico” Munn; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

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

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

Guests: Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo; Kyle Henley, Director of Public Relations, CSU-Fort Collins; Steve Hultin, Director of Facilities, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo; Rick Miranda, CSUS Chief Academic Officer and Provost & Executive Vice President, CSU-Fort Collins; Amy Parsons, Vice President of Operations, CSU-Fort Collins.

Chair Joseph Zimlich called the retreat to order and asked Board members and staff to introduce themselves.

Chair Zimlich explained the theme for the retreat is a more in-depth examination of the CSU 2020 discussion that began at the June 2012 retreat. Chair Zimlich reviewed the retreat objectives and explained the strategic plan would be revisited at the June 2013 retreat. After review of the agenda, format and logistics for the retreat, Chair Zimlich asked Chancellor Martin for his presentation.

CSU SYSTEM OVERVIEW

Chancellor Martin shared his review process and observations developed from his first six months with the CSU System (System). Utilizing a PowerPoint presentation, he explained the key tenets of the System strategic plan and the overarching tenets.

Chancellor Martin reviewed by individual campuses what has been accomplished to ensure student satisfaction and success. He explained the goal, strategies, opportunities and next steps to reach across the state through partnerships and alliances to develop long term relationships between the three state systems and other institutions to create a small “s” system.

Chancellor Martin commented on the individual campus efforts to create financial sustainability with targeted approaches. He remarked on efforts collectively undertaken to reduce costs and increase revenues to maintain a financially stable System. Chancellor Martin outlined the goal and strategies to create a sustainable and durable funding model for higher education in Colorado.

Chancellor Martin reviewed four System objectives for 2013. He concluded his presentation by expressing his appreciation for the leadership of the three campuses and his belief that, collectively, the goals of the System are being met through the individual campuses.

Discussion followed on how to build into the curriculum the business community's focus on having perspective, skills and ethics as opposed to specific subjective matter; and the necessity to market other intangibles. Chancellor Martin commented on the importance of the capability to learn, creating the opportunity for lifelong learning and the ability to re-educate to respond to the changing world. A break was taken at 11:10 a.m. and the retreat reconvened at 11:25 a.m.

COLORADO STATE UNIVERSITY SYSTEM 2020

CSU-Global Campus: President Becky Takeda-Tinker shared a video on "Who is CSU-Global Campus". She recognized Governor Munn, who previously worked at the Dept. of Higher Education, for the assistance he and his staff provided that contributed to the success of CSU-Global Campus' accreditation process.

President Takeda-Tinker reviewed six predictions on industry changes. She reported adult learners, who have unique, career-focused learning needs, will be the fastest growing market sector. President Takeda-Tinker outlined the benefits of online education for adult learners and outcomes that reflect delivery-market acceptance.

President Takeda-Tinker reviewed four CSU-Global Campus predictions for 2020 and explained the CSU-Global Campus approach to being accountable, innovative and flexible. She reviewed four key initiatives to achieve by the end of June 2013; aspirations and opportunities; and the 2020 challenges for CSU-Global Campus.

The Board examined CSU-Global Campus's branding/marketing, responsiveness to market needs, potential growth, and expanding revenue sources in a highly competitive market. President Takeda-Tinker reported CSU-Global Campus has paid its debt; is growing at a pace to see projections achieved; and is focused on growth. She commented on the potential for outsourcing and partnerships.

There was discussion on the unique market niche for adult, nontraditional learners; full System integration with interactive and mobile coursework; transferability of course credits within the System; commitment of the faculty and staff for student success; and differences in traditional and online learning environments.

President Takeda-Tinker remarked that CSU-Global Campus reflects a new model for higher education; is not state funded; meets an educational need that is not being met by traditional universities; and has data that supports the success of the CSU-Global Campus online learning with students acquiring jobs and promotions. Governor Makepeace commented on how CSU-Global Campus changes lives and suggested sharing stories of the CSU-Global Campus students who have had the courage to return to school after significant life events. Governor Brown commented on how the staff works individually with students and is committed to student success. Chancellor Martin noted CSU-Global Campus fills a niche

for nontraditional learners and contributes to meeting the state's larger initiative on specific goals for higher education.

The Board recessed for a lunch break at 12:28 p.m. and reconvened at 12:45 p.m.

CSU-Pueblo: Through a PowerPoint presentation, President Lesley Di Mare provided background on the history, mission, purpose and grants received by CSU-Pueblo as a Hispanic Serving Institution (HSI). She reviewed major highlights during the past year. President Di Mare explained the challenges for CSU-Pueblo and described the efforts undertaken and in progress to address these challenges. There was a brief discussion on the proposed legislation for community colleges to provide four-year degrees.

President Di Mare described the major opportunities, task forces and initiatives being explored and implemented in marketing, retention and recruitment. Governor Gogarty commented on the students' frustrations with the AIS and noted the improvements will help to retain students. President Di Mare described how CSU-Pueblo will be partnering with CSU-Global Campus for online and hybrid courses. She commented on creating and enhancing community partnerships and developing a three-year business degree.

President Di Mare described the new leadership at the CSU-Pueblo Foundation. She reviewed the goals for the \$25 million *On the Move* capital campaign that would start in the summer and is currently in the silent phase. The first CSU-Pueblo promotional video was viewed by the Board.

The Board examined enrollment trends and issues at CSU-Pueblo including student recruitment, marketing, student success factors, retention variables, college preparedness, maintaining the 25% HSI requirement, and actions to address the issues. Discussion was held on faculty/staff diversity, faculty/staff recruitment, and staffing changes due to budgetary cutbacks. Governor Makepeace commended President Di Mare and her staff for their accomplishments in addressing the problems and noted the issues identified will continue to be addressed by CSU-Pueblo.

The Board retreat was recessed for a break at 1:57 p.m. and resumed at 2:15 p.m.

CSU-Fort Collins: President Tony Frank distributed a CSU 2020 presentation book and the 2012 Financial Accountability Report. He explained his presentation would be focused on setting the context for 2020 by examining the greatest threat to the success of the university, and the opportunities and pathway to growth utilizing a fiscal model.

President Frank described the higher education pressures that will continue to be a challenge; how the higher education marketplace will be going through contraction or realignment; and how the CSU System is positioned to address the entire spectrum of changes. He reported the biggest threat is public defunding and presented data for the past 20 years derived from three studies focused on the issue of public defunding. He commented that, adjusted for inflation, progress has been made through efficiencies.

President Frank reported CSU has begun planning for privatization and how to address fulfilling the land-grant mission of affordable access to excellence. He indicated the greatest opportunities for achieving the mission are through access parameters and by providing more resources to continue to drive success and growth. President Frank noted that CSU continues to be ranked high for institutions receiving research funding, recognizing the work of the faculty and helping to deliver the promise of access to excellence.

President Frank commented on the uncertainties for higher education relative to the Colorado forums and ballot issues, and the difficulties in explaining increased tuition costs to taxpayers. He described various approaches to resource management and commented on finding a balance to address the capacity to

handle growth necessary to maintain market share and to achieve the land grant mission. President Frank remarked on the continuing need to fuel economic development in order to achieve fiscal stability and independence.

President Frank provided three scenarios to stress-test the fiscal model that has been developed at CSU to demonstrate the model is viable and adaptable. He examined key growth ratios and the impact on the debt capacity/credit rating, and noted the basic ingredients to deal with growth are in-place. President Frank examined three criticisms to the modeling approach.

President Frank commented that the scenarios were not presented as a definite guide or “road map.” He noted good processes are in-place that should continue to be followed. President Frank reported no action was needed at this time, but there was a need for conceptual alignment and understanding by the Board on the implications. He concluded his presentation by remarking the stakes are high, but there opportunities for continued success of the role, mission and value of CSU.

Vice Chair Horrell thanked the campus presidents for their presentations in defining the challenges and opportunities. The Board recessed for a break at 3:48 p.m. and reconvened at 4:08 p.m.

CSU SYSTEM ADMINISTRATIVE OFFICE

Chancellor Martin commented on changes that have occurred in the CSUS office with the departure of Sheila Trice Bell and Dr. Rick Miranda assuming the role of Chief Academic Office. He explained the main responsibilities of the System Office are to provide services to ensure the Board is an effective governing board; to add value or to deflect difficulties from the campus leadership; and to represent the campuses where there is common interest for all three campuses.

Chancellor Martin explained his philosophy is to not create a complicated hierarchy and the System office will be kept small and adaptable to meet the challenges to serve the greater good. At this time, there were no plans to fill any positions. As the Board and Presidents continue to define their needs, the System Office will be defined to meet those needs. He reported the System Office is in the process of redefining roles with multiple and expanded roles, and the structure will be stress-tested during the coming months.

Chancellor Martin reported support will be provided to the Board by Sharon Teufel who will continue to be responsible for the official meetings and follow-up; Melanie Geary who will be responsible for outside events; and additional support provided by Brittany Goldsmith. The direct reports to the Board to meet specific needs are the Chancellor, General Counsel Michael Nosler, and Allison Horn, Director of Internal Auditing. The organizational chart is being redrawn. Chancellor Martin indicated he will continue to talk to the Board and the campus leadership to ensure their needs are met.

Chair Zimlich explained the Board’s role is to understand the functions and direction of the System Office, but not to make decisions on the number or role of the employees. President Takeda-Tinker thanked the System Office for providing support when needed and for assuming the financial, payroll, and human resources functions for the System previously provided through CSU-Global Campus. Dr. Miranda commented on the collaborative effort in the CCHE performance contract negotiations that allowed autonomy for the campuses to design their individual metrics and also created a good partnership with the System staff.

Chair Zimlich reported the legislative overview and discussion would be held the next day. He reminded Board members of the 7:00 p.m. dinner at Rio Bistro and adjourned the meeting at 4:29 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS RETREAT MINUTES (continued)
El Pueblo History Museum, Pueblo, Colorado
February 6-7, 2013**

CALL TO ORDER

Board Chair Joseph Zimlich reconvened the Board of Governors retreat at 8:05 a.m. on February 7, 2012.

ROLL

Governors present: Joseph Zimlich, Chair; Dorothy Horrell, Vice Chair; Ed Haselden, Treasurer; Mary Lou Makepeace, Secretary; Dennis Flores; Scott Johnson; William Mosher; Demetri “Rico” Munn; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

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

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

Guests: Bruce Gifford, Dean of Student Services and Enrollment, CSU-Pueblo; Kyle Henley, Director of Public Relations, CSU-Fort Collins; Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, CSU Research Foundation/CSU Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parsons, Vice President of Operations, CSU-Fort Collins; Jeff Tucker, reporter, *Pueblo Chieftain*.

Chair Zimlich called the meeting to order and reported the agenda would be re-adjusted as follows: Venture Capital Fund Presentation; CSU System and Campus Discussion; and Legislative Overview.

VENTURE CAPITAL FUND PRESENTATION AND DISCUSSION

Chancellor Martin reported CSU-Global Campus was created to serve the nontraditional student population and to generate funding to advance the System. He explained the concept to utilize \$1 million to \$1.5 million in funding generated through CSU-Global Campus to establish a venture capital fund wherein institutions within the System could submit short proposals focused on either a way to collectively as a System be more efficient, or to collectively be more effective by forging new partnerships or new ventures to improve the student experience, advance recruitment or build new programs consistent with the larger objectives of the strategic plan. Four to six campus proposals would be funded initially. If the Board concurred, parameters with a simple process for submitting proposals would be prepared. Chancellor Martin explained that efforts to grow and improve CSU-Global Campus will also continue.

Chancellor Martin reviewed the timeline for submittal and review of the proposals in the spring with funding available by the beginning of the new fiscal year and implementation by the new academic year. A review committee would be created and include representation from the Board, faculty, and the Colorado Commission on Higher Education (CCHE) to provide knowledge from the greater community.

The Board discussed creating a culture of innovation; the timeline for the review and funding; the intent to supplement and improve the System through funding from CSU-Global Campus; one-time funding to foster self-sufficient programs; the potential for multi-year capitalization to ensure success; and past CCHE Programs of Excellence grants. The conversation addressed restricted and unrestricted reserves with an update to be provided to the Board at the May meeting; the need for accountability and monitoring with established outcomes to measure success; and the Venture Capital Fund providing an opportunity for faculty to appreciate CSU-Global Campus as part of the System.

There was consensus on the need to develop a long-term reinvestment policy for CSU-Global Campus. The Board expressed general support for the venture capital fund. Chancellor Martin will forward the draft parameters for the venture capital fund to the Board for review and feedback.

CSU SYSTEM UPDATES

Chancellor Martin explained the creation of an Online Task Force with representation from each campus to minimize costs by sharing core costs, while simultaneously recognizing the differences in the campuses, and to maximize market impact. The Board will receive an update at the next Board meeting.

Chancellor Martin reported conversations are being held with the campuses to examine efficiencies of operations to compare costs of administration vs. the costs of education in order to reduce overhead while maximizing funding for the core business of education. He explained that national comparisons are available through Integrated Postsecondary Education Data System (IPEDS).

Chancellor Martin reported the CCHE performance contracts have been completed and signed with a single contract as a System with individual campus metrics aggregated. Dr. Miranda commented on the positive execution of the contract with a balance between the single reporting requirements as the System and the metrics at the campus level. Vice Chair Horrell commented on the positive feedback received on how the System operated and the professionalism in executing the contract. Chair Zimlich remarked that the CCHE demonstrated the importance of the process with the attendance of both staff and a commissioner at the meetings and the request to have board as well as senior representation for each system.

LEGISLATIVE REPORT

Chair Zimlich asked Rich Schweigert, CSUS Chief Financial Officer and Legislative Liaison, for the legislative update. Mr. Schweigert announced the Senate confirmed all five of the CSUS Board appointments.

Mr. Schweigert explained the composition of the CSUS Legislative Committee and the coordinated process to work with the lobbyists and the campuses to provide updates and receive input. He reported that 80+ bills in the House and Senate are currently being tracked and 40 fiscal notes have been reviewed. Mr. Schweigert summarized current bills from the General Assembly that were being monitored by the CSUS Legislative Committee. Following discussion on specific bills, Chair Zimlich indicated action on a draft resolution for support of SB 13-033 would be taken the following day at the CSUS Board of Governors meeting after providing a forum for public comment.

The Board recessed for a break at 10:20 a.m. and reconvened at 10:45.

The Board provided feedback on the retreat presentations and discussions. Chancellor Martin indicated that review of the strategic plan could be a topic for the June retreat.

With no further business to conduct, the Board of Governors retreat was adjourned at 11:22 a.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EVALUATION COMMITTEE MEETING MINUTES
El Pueblo History Museum, Pueblo, Colorado
February 7, 2013**

CALL TO ORDER

Committee Chair Dennis Flores convened the Evaluation Committee meeting at 11:22 a.m.

ROLL

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

Governors present: Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

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

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

Committee Chair Flores called the Evaluation Committee to order and asked for a motion to convene in Executive Session. **Motion/Action:** The motion was made, seconded and unanimously carried. CSUS General Counsel Nosler read the meeting into Executive Session for the purpose of discussing and evaluating public officials and professional staff employees of the Board relating to all matters set forth and made confidential pursuant to C.R.S. § 24-6-402 (3) (b) (I) (2012). All non-voting Board members, staff and guests were dismissed from the meeting. The Evaluation Committee meeting was adjourned at 12:07 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES
El Pueblo History Museum, Pueblo, Colorado
February 7, 2013**

CALL TO ORDER

Committee Chair Dorothy Horrell convened the Academic and Student Affairs Committee meeting at 12:45 p.m.

ROLL

Committee members present: Dorothy Horrell, Committee Chair; Dennis Flores; Mary Lou Makepeace; Carole Makela; Richard Weinberger; Frank Zizza; Kandi Brown; Logan Gogarty; Regina Martel; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins (assigned staff).

Governors present: Ed Haselden; Scott Johnson; William Mosher; Demetri “Rico” Munn; Joseph Zimlich.

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

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

Guests: Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Bruce Gifford, Dean of Student Services and Enrollment, CSU-Pueblo; Kyle Henley, Director of Public Relations, CSU-Fort Collins; Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, CSU Research Foundation/CSU Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parsons, Vice President of Operations, CSU-Fort Collins.

Committee Chair Horrell called the Academic and Student Affairs Committee meeting to order. She reviewed the agenda and reported there were no new degree programs for consideration and two items to move forward for the Consent Agenda if approved by the committee.

Consent Agenda Items

College Name Change: Dr. Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President for CSU-Fort Collins, reported the proposed name change for the College of Applied Human Services to the College of Health and Human Services was initially introduced 2½ years ago by the interim dean. Action was postponed until the new dean was hired, who also supports the name change. Dr. Miranda explained the review process was comprehensive and included informal input from

constituents and a formal vote of support from the Faculty Council. He indicated all the department chairs support the change.

Dr. Miranda explained the name change reflects that 80% of the programs in the college are directly health-oriented programs. He noted the remaining programs within the college include elements that may not immediately be considered in terms of health when it is equated to medicine, but do in the broader context of health, welfare, and the well-being of humans and communities. An example is Construction Management that has dimensions of occupational safety, green buildings and sustainability.

The college mission statement will remain the same. Dr. Miranda commented that health is a large part of what CSU does; yet “health” does not occur in the name of any other college in the university; and he supports the opportunity for a modest change in the branding of the college.

Committee Chair Horrell asked Governor Makela for her comments. Governor Makela reported the name change has gone through all the processes with numerous discussions.

Governor Makepeace commented that the name change is timely since there is increasing conversation about health and wellness, not just medically, but also pertaining to facilities. She inquired if there would be any new courses or modification of courses. Dr. Miranda responded there would no new or modified courses.

Committee Chair Horrell remarked she was a graduate of this college and noted, with this change, the college will now have undergone four name changes since her graduation. She commented the college has moved towards a more diverse collection of programs and indicated her own conversation with the new dean also confirms his support for the name change. With no further discussion, Committee Chair Horrell confirmed the item would be moved forward positively.

Approval of Degree Candidates: President Becky Takeda-Tinker, CSU-Global Campus, reported that with the 213 degree candidates for the Winter C Term, the year-to-date total of CSU-Global Campus graduates was 1,324. Committee Chair Horrell confirmed the resolution for Approval of Degree Candidates would be moved forward positively for the Consent Agenda.

Campus Reports

Dr. Miranda highlighted selected summaries from the 2011-12 Sabbatical Leave Report for CSU-Fort Collins. Dr. Rick Kreminski, Interim Provost, CSU-Pueblo, reviewed selected sabbatical leave summaries from the CSU-Pueblo Sabbatical Leave Report Academic Year 2011-12.

Committee Chair Horrell thanked Dr. Miranda for assuming the responsibility as the CSUS Chief Academic Officer. With no further business to conduct, the Academic and Student Affairs Committee adjourned at 1:06 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT AND FINANCE COMMITTEE MEETING MINUTES
El Pueblo History Museum, Pueblo, Colorado
February 7, 2013**

CALL TO ORDER

Committee Chair Ed Haselden called the meeting to order at 1:07 p.m.

ROLL

Committee members present: Ed Haselden, Committee Chair; Dennis Flores; Carole Makela; Richard Weinberger; Logan Gogarty; Allison Horn, CSUS Director of Internal Auditing (assigned staff); Rich Schweigert, CSUS Chief Financial Officer (assigned staff).

Governors present: Dorothy Horrell; Scott Johnson; Mary Lou Makepeace; William Mosher; Demetri “Rico” Munn; Joseph Zimlich; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Regina Martel, Student Representative, CSU-Fort Collins.

Administrators present: Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Michael Nosler, CSUS General Counsel;

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

Guests: Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Bruce Gifford, Dean of Student Services and Enrollment, CSU-Pueblo; Kyle Henley, Director of Public Relations, CSU-Fort Collins; Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, CSU Research Foundation/CSU Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Steven Hultin; Director of Facilities, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parsons, Vice President of Operations, CSU-Fort Collins.

FINANCE REPORT

Committee Chair Haselden asked Mr. Rich Schweigert, CSUS Chief Financial Officer, for his report.

State Budget: Mr. Schweigert reported the Governor has proposed, and the Joint Budget Committee and the legislature have supported, adding back \$36 million of funding for the higher education base of which the CSU System is projected to receive \$7 million. There was a \$10 million supplemental action for the current year of which the CSU System could potentially receive approximately \$2 million in the spring. Mr. Schweigert commented that, with four quarters of increasing revenue, the Colorado economy appears to be healthy and the next revenue estimates should provide more information.

Campus Budgets: Mr. Schweigert reported there would be a FY 2013-14 budget update for CSU-Fort Collins and an update on the current fiscal year for CSU-Pueblo. He asked President Tony Frank, CSU-Fort Collins, for his report.

President Frank reported the FY 2013-14 incremental budget was the same basic format as previously presented with changes including increases in deferred maintenance and the Commitment to Quality enhancements that have not been finalized. He reported the main budget assumptions, such as tuition and salaries, remain the same. There continues to be discussion on the proposed 9% undergraduate resident tuition increase and possible adjustments on the expense side should the proposed increase be reduced.

Mr. Schweigert asked Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo, for his report. Mr. Hanifen reported revenues and expenses for the current fiscal year continue to be monitored. Various scenarios for FY 2013-14 are being run and the budget will be impacted by the fall enrollment with calculated ways to save on expenses.

Governor Horrell inquired about the Pepsi partnership at CSU-Pueblo and the potential for strategic partnerships to be expanded beyond one campus to maximize the benefits. President Frank indicated a report on strategic partnerships will be presented at the May meeting and commented that, in the future, consideration will be given to broadening the partnerships to increase the opportunities. President Di Mare explained the Pepsi grant was provided through External Affairs and indicated she would inquire as to the length of the contract.

Governor Munn asked for clarification on the variation from the original budget to projected revenues. Mr. Hanifen responded that the overall issue was the impact from enrollment and explained what was included in miscellaneous revenues. Committee Chair Haselden inquired as to timing on approval of the FY 2013-14 budgets and if CSU-Pueblo would be seeking another incremental support amount. Mr. Hanifen indicated that, with an inversion in enrollment, more support would be needed and different scenarios are being run.

President Di Mare commented that projections through 2016 have been forecasted with different variables and the strategic plan includes initiatives to grow enrollment. Mr. Schweigert reported more information will be provided to the Board when all three campus budgets are presented at the May meeting. He commended the CSU-Pueblo administration for their efforts to understand and address the issues.

Quarterly Financial Update: Mr. Schweigert encouraged the Board to review the FY 2013-14 second quarter financials for the individual campuses. He reported the CSU System Office is under-expending and overall the System is on-track for the current year. In response to questions on reserves, Mr. Schweigert indicated that reports on reserves are generally presented in December and the information will be provided at the May meeting.

Re-authorization for System Enterprise Revenue Refunding Bonds for 2013: Mr. Schweigert explained the current bond market conditions. He reviewed the Board's authorization in February 2012 for new financing and refunding with an initial \$55 million completed. Mr. Schweigert explained the re-authorization request for up to \$225 million at no more than 4.25% and noted the authorization includes up to \$15 million in new money. Mr. Schweigert reviewed the outstanding bonds to be refunded with approximately half of the debt portfolio to be refunded, resulting in a lower debt payment.

Mr. Schweigert explained that, while the Board had adopted a Master Resolution, the statutes require the Board to act upon and adopt the Sixth Supplemental Resolution on the CSU System Enterprises Revenue Bonds Series 2013. He noted the details and specific parameters of the resolution were included in the attachment to the Finance Report. **Motion/Action:** The motion to advance the recommendation to the Board for approval was made, seconded, and carried unanimously.

Mr. Schweigert commented on potential state funding for capital improvements and reported the CSUS Capital Development Committee was developing a list of projects.

AUDIT REPORT

Committee Chair Haselden asked Allison Horn, CSUS Director of Internal Auditing, for her report.

Status of the FY 2012-13 Audit Plan: Ms. Horn reported one formal report for the Institute for Learning and Teaching had been issued since the last Board meeting. There were ten recommendations in the report that have or are being addressed. Two field office audits have been completed with the CSU Extension Office to follow-up on the results.

Ms. Horn reported the CSU Extension Business Officer would like to have more audits and he had suggested that, if the Internal Audit Dept. would assist him with the methodology, he could complete some of the work. She explained that Internal Audit would still complete some audits each year of Extension field offices, but this would be a way to leverage the work and increase coverage.

Ms. Horn indicated the field work for the CSU Dept. of Environmental & Radiological Health Sciences was completed and the report is being finalized. Three other audits are currently in-process and the fieldwork for the CSU Warner College of Natural Resources will soon be completed.

Status of Past Due Recommendations: Ms. Horn explained how circumstances could result in new target dates for implementation of recommendations. Currently there were nine past due recommendations with three at CSU-Fort Collins and the remainder at CSU-Pueblo. She reported the State Controller has been notified that the final CSU-Pueblo Accounts Receivable Audit recommendation has been implemented.

Ms. Horn explained that the follow-up system invented and implemented by Internal Auditing ensures recommendations are completed. A presentation on the follow-up system will be made at an upcoming professional auditing conference.

Internal Auditing Department: Ms. Horn reported interviews for the open CSU-Pueblo auditor position are scheduled and there are several well-qualified candidates.

Ms. Horn indicated that, based on the Evaluation Committee's recommendations last year, there have been increased opportunities for professional development for the auditors. These opportunities have been valuable, especially for new staff. A presentation on internal control was presented by Internal Auditing at the Professional Development Institute at CSU-Fort Collins. Ms. Horn offered to provide copies of the presentation.

Ms. Horn reported she is participating on a Risk Management Committee at CSU-Fort Collins. Conversations continue with the Risk Manager and others to better understand and formalize a process to identify and track risks.

Ms. Horn explained that the Internal Auditing Department is conducting a self-assessment and the Institute of Internal Audits has a formal process with strict methodology. An external auditor will be brought in to validate the accuracy of the results. A survey on the Internal Auditing Department will be re-sent to the Board.

With no further business to conduct, Governor Johnson moved to adjourn the Audit and Finance Committee meeting. The motion was seconded and the meeting was adjourned at 1:50 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING MINUTES
El Pueblo History Museum, Pueblo, Colorado
February 7, 2013**

CALL TO ORDER

Committee Chair Scott Johnson called the meeting to order at 1:50 p.m.

ROLL

Committee members present: Scott Johnson, Chair; Ed Haselden; Frank Zizza; Kandi Brown; Regina Martel; Kathleen Henry, President/CEO, CSU Research Foundation/CSU Foundation (assigned staff).

Governors present: Dennis Flores; Dorothy Horrell; Mary Lou Makepeace; William Mosher; Demetri “Rico” Munn; Joseph Zimlich; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo.

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

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

Guests: Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Bruce Gifford, Dean of Student Services and Enrollment, CSU-Pueblo; Kyle Henley, Director of Public Relations, CSU-Fort Collins; Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parsons, Vice President of Operations, CSU-Fort Collins.

Committee Chair Johnson asked for a motion to convene in Executive Session. **Motion/Action:** The motion to move into Executive Session was made, seconded and unanimously carried. CSUS General Counsel Nosler read the meeting into Executive Session for the purpose of discussions relating to the purchase of property for public purpose or sale of property at competitive bidding if premature disclosure of such transaction would give a competitive advantage to the other party, confidential pursuant to C.R.S. § 24-6-402 (3) (a) (I) (2012).

The Executive Session was adjourned at 2:10 p.m. and the Open Public Meeting of the Real Estate Committee reconvened.

President Tony Frank, CSU-Fort Collins, explained the Bay Farm Bike Trail Easement resolution to relocate a bicycle/pedestrian trail. **Motion/Action:** Governor Haselden made the motion to move forward the resolution for Board approval. Governor Brown seconded and the motion was carried.

Amy Parsons, Vice President of Operations, CSU-Fort Collins, reported three program plans are being developed to be presented at the May Board meeting. She noted approval of the program plans is not approval of the funding, which would occur at a future meeting.

With no further business to discuss, Governor Haselden moved to adjourn the meeting. Governor Brown seconded and the meeting was adjourned at 2:20 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING MINUTES
Occhiato University Center, CSU-Pueblo
February 8, 2013**

CALL TO ORDER

Chair Joseph Zimlich called the meeting to order at 8:16 a.m.

ROLL

Governors present: Joseph Zimlich, Chair; Dorothy Horrell, Vice Chair; Ed Haselden, Treasurer; Mary Lou Makepeace, Secretary; Dennis Flores; Scott Johnson; William Mosher; Demetri “Rico” Munn; Carole Makela, Faculty Representative, CSU-Fort Collins; Richard Weinberger, Faculty Representative, CSU-Global Campus; Frank Zizza, Faculty Representative, CSU-Pueblo; Kandi Brown, Student Representative, CSU-Global Campus; Logan Gogarty, Student Representative, CSU-Pueblo; Regina Martel, Student Representative, CSU-Fort Collins.

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

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

Guests: Hector Carrasco, Dean, College of Education, Engineering & Professional Studies, CSU-Pueblo; Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Chris Fedrich, Interim Director of Auxiliary Services, CSU-Pueblo; Joe Folda, Athletic Director, CSU-Pueblo; Erin Frew, Assistant Provost, CSU-Pueblo; Bruce Gifford, Dean of Student Services and Enrollment, CSU-Pueblo; Kyle Henley, Director of Public Relations, CSU-Fort Collins; Martin Hanifen, Vice President of Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, CSU Research Foundation/CSU Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Nancy Hurt, Managing Director, CSU Research Foundation; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Sylvester A. Kalevela, Department Chair, ETC/AIM, CSU-Pueblo; Rick Kreminski, Interim Provost and Vice President of Academic Affairs, CSU-Pueblo; Patti Milner, Program Manager, Continuing Education, CSU-Pueblo; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Kristina Proctor, Dean of Graduate Studies & Research, CSU-Pueblo; Tracy Samora, Director of Alumni Relations, CSU-Pueblo; Katie Velarde, Finance Manager, Continuing Education, CSU-Pueblo; Marjorie Villani, Associate Dean of Student Services, CSU-Pueblo.

PUBLIC COMMENT

Chair Zimlich opened the meeting by asking for public comment, of which there was none offered.

CHAIR’S AGENDA

Chair Zimlich reported the February 6-7 Board Retreat was productive and reviewed the Board Retreat objectives.

He announced the Senate confirmed the three new Board members: Mark Gustafson, Bill Mosher and Rico Munn. The Senate also confirmed the second terms for Chair Zimlich and Vice Chair Horrell. Chair Zimlich noted, with these appointments, the Board is at full membership.

Chair Zimlich reported the Board officers are typically elected in May. Rather than assigning committee membership for one meeting, the committee assignments will be addressed at either the May or June meeting. Chair Zimlich reviewed upcoming calendar events including the 1870 Dinner, February 9; Founders Day at the Capitol, February 12; the Association for Governing Boards Conference, April 21-22; and the CSU-Pueblo President's Gala, May 17.

EXECUTIVE SESSION

Chair Zimlich asked for a motion to move into Executive Session. **Motion/Action:** Governor Johnson made the motion, Vice Chair Horrell seconded and the motion was carried. General Counsel Nosler read the grounds for convening the meeting in Executive Session at 8:22 a.m. (see: Notice of Meeting) The Executive Session adjourned at 9:50 a.m. and the regular Open Public Meeting was reconvened after a short break at 9:58 a.m.

FACULTY AND STUDENT REPORTS

Governor Frank Zizza, Faculty Representative, CSU-Pueblo, provided updates from his written report on the work and timelines for the University Budget Board and the work of the Retention Task Force with action plans to be announced on campus February 11th. He reported that, at the request of President Di Mare, ten nominations from the Faculty Senate were submitted for the selection of two representatives to participate in the upcoming strategic planning process. Governor Zizza reported the General Education Board in the Faculty Senate is presenting workshops on assessment and there will be a lecture series.

Governor Zizza provided an overview of the work done by the Chairs on updating the GT Pathway courses and general education syllabus to identify student learning outcomes for those courses. He reported the Academic Program & Standards Board is working on the admissions policy with conditional parameters based on index scores. Governor Zizza commented that there was a significant drop in student enrollment for nonpayment, but the policies enacted have resulted in a better process.

Governor Carole Makela, Faculty Representative, CSU-Fort Collins, reviewed highlights from her written report on the new undergraduate and graduate programs, the new special academic unit, and the renaming of the College of Applied Human Services to the College of Health and Human Services. She commented on the success of the mid-January Professional Development Institute and reviewed continuing items being addressed by the Faculty Council that include the policy for multi-year contracts and standards for the awarding of university sanctioned academic certificates.

Governor Makela announced a new campus competition to identify a CSU tartan plaid in the university's colors. She explained a new program for child care services in the library to provide study time for student parents that is available through the Office of Adult Learners and Veterans Services. Governor Makela reported the influenza activation system initially developed three years ago to provide awareness of symptoms has been reactivated based on a notice of concern sent out by Larimer County.

Governor Dick Weinberger, Faculty Representative, CSU-Global Campus, commented on relating the business model of the CSU-Global Campus to the educational mission. He recounted how CSU-Global Campus transforms lives of non-traditional adult learners. With the emerging field of online education,

Governor Weinberger reported CSU-Global Campus is focused on continually raising the standards for the faculty and students.

Governor Weinberger reviewed from his written report the faculty demographics and the expectations and goals to increase student performance from the first week of class through the end of course wrap-up. She explained that the CSU-Global Campus faculty alert system is in real time and available 24/7 for immediate intervention for students with problems. Governor Weinberger commented that CSU-Global Campus faculty knows engagement is important to the success of the students.

Governor Logan Gogarty, Student Representative, CSU-Pueblo, reviewed highlights of his written report including the upcoming Presidents' Dinner; efforts to increase security with the Wolfie's List; projects being undertaken by Pueblo City Center Partnership Board; the efforts of the Parking Task Force to address campus parking issues; preparations for an upcoming ASG interactive forum; an update on the Pepsi Grant communication kiosks; and work with the Alumni Association to expand the OOHLALA mobile application discount program to alumni. He reported a leadership retreat was held in Boulder and explained that changes in bylaws have created an opportunity for the Student Fee Governing Board to get input from students on student fees through various committees.

Governor Gogarty commented on plans for a Spirit Rock to create a good visual and to improve student life. He reported on the work of the Marketing Task Force Committee with college students from local high schools assisting with recruitment; the effectiveness of the University Budget Board; and efforts of the OUC Advisory Committee to create a space in the basement or "the underground" of the student center for a place for students to relax. Governor Gogarty remarked on plans for monthly "Pizza with the President" events and a contest for alumni and students to create a list of "33 things to do before you graduate."

Governor Regina Martel, Student Representative, CSU-Fort Collins, provided an update on the Associated Students of CSU (ASCSU) operating budget with a Fee Task Force working on recommendations for the next semester and commented on the preparation of an accountability report for the semester. She reported on attendance at the budget retreat and the introduction by the ASCSU Senate of Resolution 4205 with a recommendation in changes in the summer fee structure. Governor Martel noted the attachments in her written report include a response to a request from the National Campus Leadership Council to comment on gun violence and a "Welcome" email to students for the spring semester.

Governor Martel reported an ASCUS spring retreat was held to set goals and include presentations by alumni to address life after college. She commented on HB13-1151 which creates a sale and use tax holiday for textbooks and on the annual Advocacy Day at the Capitol planned for March. Governor Martel reported there was a new director for RamRide and policies for screening drivers and emergency protocols are being reviewed. She reported the Late Night Bus Route is doing well and overnight parking vouchers for downtown are available for \$5. Governor Martel concluded her report with comments on the renovations on Senate Chambers in the Lory Student Center.

Governor Kandi Brown, Student Representative, CSU-Global Campus, pointed out the "Student Success and Advancement" demographics in her written report. She reviewed the enrollment and advising tools outlined under "Academic Excellence". Governor Brown explained social media efforts to strengthen stakeholder engagement with the university and peers outside of the classroom.

Governor Brown distributed a "Save the Date" for the upcoming graduation with invitations to follow.

A video as part of an initiative for students to tell their stories was shared. Discussion followed on the differences in academic and financial advising for the CSU System campuses.

CHANCELLOR'S REPORT

Updates: Chancellor Michael Martin commented on how the work done at all of the campuses is about transforming lives and noted the great work done at CSU-Global Campus to serve nontraditional students. He provided an update on the work of the CSU System-wide Online Task Force to provide excellent online education efficiently and effectively. Chancellor Martin reported efforts continue at CSU-Pueblo on a sustainable financial plan and to recharge faculty. He noted CSU-Global Campus continues to explore new, innovative ways to directly support its own growth as well as the other campuses and the CSU System.

Chancellor Martin commented on his community engagement efforts; the opinion piece included in the Board book and the importance of education leaders to offer opinions; and the continuing legislative work by the CSUS Legislative Committee. He reported on his attendance at the Complete College America conference in New Orleans; his work as a member of the board of the Farm Foundation in Chicago; and his intent to join the Business in Higher Education Forum to draw on experience from colleagues in the business and education continuum.

South Metro Project: Chancellor Martin explained the CSU System was approached by the leadership of southern metropolitan areas to consider a multi-institutional arrangement to create hybrid courses and curriculum for educational opportunities closer to home in two of the faster growing counties in the state. The proposed South Metro Project would create an opportunity to draw on resources across the CSU System. President Takeda-Tinker commented on the need and potential physical sites. President Di Mare remarked on the opportunity for CSU-Pueblo and CSU-Global Campus to work together.

Chancellor Martin explained a feasibility analysis has been done on the programs and the business model is now being explored with no action to be taken until a plan has been presented for endorsement by the Board. He noted, in his judgment, this is a better model for expanding educational opportunities without expanding individual parts of the system and provides an opportunity to think about higher education in terms of a system with a small "s".

Senate Bill 13-33: Chancellor Martin commented on how education is transformational and improves the world. He reported legislative analysis projects that if SB13-33 is passed, initially there would be about 500 students impacted with approximately 250 annually thereafter. Chancellor Martin explained the resolution being presented for discussion was drafted on behalf of CSU-Fort Collins and CSU-Pueblo and was recommended by the campus leaders.

Chair Zimlich opened the floor for comments by the Board. After discussion, Chair Zimlich called for the vote. **Motion/Action:** Governor Flores moved to adopt the resolution and Governor Makepeace seconded. The motion carried with Governor Johnson opposed and Governor Haselden abstaining.

PRESIDENTS' REPORTS AND CAMPUS UPDATES

CSU-Pueblo: President Lesley Di Mare reported a campus Online Teaching Task Force was appointed and is working with the larger CSUS Online Task Force; the policy for dropped enrollment due to nonpayment has been revised; a Marketing Task Force has been appointed; a Retention Task Force has been appointed and is working with a consultant with a report to be made to the Board upon implementation of all the recommendations; and students are pleased with the work of the Parking Task

Force. President Di Mare noted that even with a drop in enrollment, \$26.2 million was collected for the fall 2012 enrollment with 4,800 students. She commented there will be adherence to the policy and explained efforts to work with students on payment plans.

President Di Mare reported a Faculty Workload Study Committee is working with the Provost and a subcommittee of the University Budget Board on teaching loads for the coming fall semester. She outlined the short term areas and the long term issues to be addressed by the University Budget Board.

President Di Mare explained focus areas and new initiatives for increasing revenue, recruitment and enrollment. Strategies include increased marketing; expanding merit and reciprocity scholarships; working with veterans on hybrid and online courses; developing more activities to draw in students and expanding the number of orientation sessions to four and a welcome week; expanded use of student hourly staffing at the Visitor Center with training to be ambassadors to relay information and provide tours; and develop a student-created video and website content.

CSU-Fort Collins: President Tony Frank reported former CSU President Bill Morgan and his family will be honored as this year's Founder's Day medal recipient. He provided an overview of campus activities for celebrating Founder's Day.

President Frank noted his written report provided details on awards received that demonstrated excellence in teaching and research. He highlighted awards related to the National Western Stock Show (NWSS) and reported the university is working with the City of Denver and the NWSS Executive Committee on the NWSS site redevelopment. President Frank pointed out the service and community efforts relative to the drought with reactivation of the drought website and work through the extension office. He explained that the CSU Colorado Water Institute is responsible for providing data as required by HB 12-1278.

On fundraising and philanthropy, President Frank pointed out Mr. Dennis Repp pledged \$1.25 million for the College of Applied Human Services. The stadium fundraising is in the silent phase with numerous appointments scheduled; fundraising materials have been prepared; and there is a good fundraising plan. President Frank concluded his report by noting that international enrollment in INTO program has increased by 186 students.

CSU-Global Campus: President Becky Takeda-Tinker reported there were 1,016 new students for the January term that generated revenue of \$21.5 million and \$7.1 million in net income and CSU-Global Campus has graduated 1,524 students to-date. A Massive Open Online Course (MOOC) on strategic innovations and ideas has been launched with 500 students from every continent. Assessment for students who want to test out for credits is being offered and those students will be targeted for enrollment marketing.

President Takeda-Tinker reported the CSU-Global Campus Business Management Class ranked 7th in the recent *U.S. News & World Report* rankings and ranked in the top 123 for the graduate business and graduate education programs. Efforts on the re-enrollment initiative continue and new organizational training opportunities include the largest health care provider in the state as well as the largest city and county. Meetings are being held to discuss moving forward with the South Metro initiative.

The Open Public Meeting was recessed for lunch at 11:58 a.m. and reconvened at 12:15 p.m.

COMMITTEE REPORTS

Evaluation Committee: Committee Chair Flores announced a new contract through December 31, 2017, was successfully negotiated with President Tony Frank, CSU-Fort Collins. He commented the new contract reflects that the Board is pleased with President Frank's leadership; confirms that the CSU System is moving in the right direction; and provides stability for the CSU System and the Board. Committee Chair Flores noted this also provides President Frank the opportunity to be a leader in higher education with a local and national platform. President Frank thanked the Board and Chancellor Martin for their confidence in him and the leadership at CSU. Governor Zizza thanked President Frank for his leadership at CSU-Pueblo. Chancellor Martin expressed his gratitude and appreciation to President Frank.

Academic and Student Affairs Committee: Committee Chair Horrell reported the committee favorably advanced two items for the Consent Agenda. The first item was the name change from the College of Applied Human Services to the College of Health and Human Services. Committee Chair Horrell commented on how the change reflects that 80% of the students in the collage are studying programs that have a health impact. The second item was the approval of degree candidates for the Winter C Term (ending 3/3/13) for CSU-Global Campus.

Committee Chair Horrell reported the committee received good sabbatical leave reports from CSU-Fort Collins and CSU-Pueblo. She explained the approval of sabbatical leaves was delegated to the campus presidents and the reports provide an opportunity for the Board to be informed on the important work that is done during the sabbatical leaves.

Audit and Finance Committee: Chair Haselden indicated that the committee received reports on the status of the 2012-13 audit plan; the status of past due recommendations that are all progressing satisfactorily; and staffing issues. He reported the CSUS Chief Financial Officer provided an update on the state budget with possible additional higher education funding for next fiscal year state budget. The committee received current budget updates and reviewed the 2012-13 second quarter consolidated income statement. An action item for refunding the current bond debt was advanced for approval.

Real Estate/Facilities Committee: Committee Chair Johnson reported the committee convened and moved immediately into Executive Session. One action item on a bike path easement was advanced for approval.

RESOLUTIONS

General Counsel Nosler read the matter for action to grant an easement to the City of Fort Collins for a bicycle/pedestrian trail across the area known as the Bay Farm. **Motion/Action:** Governor Johnson made the motion, Vice Chair Horrell seconded, and the motion passed unanimously.

General Counsel Nosler read the matter for action of approval of acceptance of gifts and the naming in recognition of gifts relating to the Engineering II Building in the College of Engineering at CSU-Fort Collins as discussed in Executive Session. **Motion/Action:** Governor Flores made the motion, Governor Makepeace seconded, and the motion carried unanimously.

General Counsel read the matter for action of awarding an honorary degree, Doctor of Humane Letters, Honoris Causa at CSU-Fort Collins at the May 2013 commencement as identified and discussed in Executive Session. **Motion/Action:** Governor Flores moved to approve, Governor Johnson seconded, and the motion passed unanimously.

General Counsel read the second matter for action of awarding an honorary degree, Doctor of Humane Letters, Honoris Causa at CSU-Fort Collins at the May 2013 commencement as identified and discussed in Executive Session. **Motion/Action:** Vice Chair Horrell moved to approve, Governor Johnson seconded, and the motion passed with one abstention.

General Counsel read the third matter for action of awarding an honorary degree, Doctor of Humane Letters, Honoris Causa at CSU-Fort Collins at the May 2013 commencement as identified and discussed in Executive Session. **Motion/Action:** Governor Johnson moved to approve, Vice Chair Horrell seconded, and the motion passed unanimously.

General Counsel reported the next matter of action was recommended by Audit and Finance Committee for approval of the issuance of the sixth supplemental resolution authorizing issuance of the Series 2013 revenue bonds. **Motion/Action:** Governor Makepeace made the motion, Governor Flores seconded, and the motion passed unanimously.

General Counsel reported the next matter of action was the resolution to support HB 13-33 that was approved during the Chancellor's report.

General Counsel reported the final action item was the certification and adoption of the Consent Agenda. **Motion/Action:** Governor Makepeace moved to approve, Vice Chair Horrell seconded, and the motion was unanimously carried.

BOARD MEETING EVALUATION

Chair Zimlich reported there was an evaluation session the previous day on the retreat and asked for comments on the Board meeting. Vice Chair Horrell noted there was discussion that it would be helpful to receive the documentation for the Executive Session in advance. General Counsel Nosler indicated the materials would be sent with the Board books.

Chair Zimlich noted Governor Brown during her report had invited the Board to attend the CSU-Global Campus commencement on June 1. He added that graduation for CSU-Pueblo is scheduled for May 4 and CSU-Fort Collins' commencement will be held May 17-18. Chair Zimlich commented that participation in commencement is rewarding for both the Board and the students and encouraged the Board members to participate as allowed by their schedules.

With no further business to come before the Board, the meeting was adjourned at 12:34 p.m.

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

Approved

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

MATTERS FOR ACTION:

Nondelegable Personnel Actions

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve nondelegable personnel actions as submitted by Colorado State University – Fort Collins.

EXPLANATION:

Presented by Tony Frank, President

At its May 3, 1995 meeting, the Board approved a policy delegating personnel power to the institutional presidents with the exception of specific personnel actions. This agenda item allows for action on such personnel decisions.

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

LEAVE OF ABSENCE						
	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Bazoin-Lappartient, Andrea M	The Access Center	1/4/2013	3/6/2013	12/Spec	LWOP/FMLA
2	Bontadelli, Johnna	Hartshorn Health Service	1/1/2013	1/31/2013	12/Reg	LWOP/Departmental - varied f
3	Chappell, Kelly	Mathematics	1/1/2013	5/15/2013	9/Reg	LWOP/Illness
4	Coughenour, Michael B	NREL	1/5/2013	5/31/2013	9/Spec	LWOP/Departmental
5	Ecrement, Stephen	CEMML	1/14/2013	5/3/2013	12/Spec	LWOP/Personal
6	Faulkner, Rebecca	Chemistry	1/4/2013	1/20/2013	12/Temp	LWOP/FMLA
7	Flanigan, Kelly	IDRC	1/3/2013	1/31/2013	12/Reg	LWOP/FMLA
8	Klotzbach, Philip	Atmospheric Science	1/14/2013	4/12/2013	12/Spec	LWOP/Personal
9	Lowrey, Robert C Jr	Student Legal Svcs	1/3/2013	1/7/2013	12/Reg	LWOP/Departmental
10	Lu, Chungu	CIRA	1/1/2013	6/30/2013	12/Spec	LWOP/Departmental
11	Lyman, Albert P	CEMML	1/7/2013	2/18/2013	12/Spec	LWOP/FMLA
12	McBride, Quinha	College of Liberal Arts	12/31/2012	1/1/2013	12/Reg	LWOP/Personal
13	McLaren, Cassidy	Psychology	12/12/2012	12/31/2012	12/Reg	LWOP/FMLA
14	McManamay, Rachel H	Civil & Env Eng	1/4/2013	4/4/2013	12/Spec	LWOP/FMLA
15	Orswell, Forrest M	Student Legal Svcs	1/3/2013	1/31/2013	12/Reg	LWOP/Departmental - varied f
16	Ramirez, Melissa V	MIP	1/1/2013	2/8/2013	12/Temp	LWOP/FMLA
17	Rickey, Dawn	Chemistry	1/13/2013	1/12/2014	9/Reg	LWOP/Personal
18	Spencer, Kenneth A	CEMML	12/11/2012	12/27/2012	12/Spec	LWOP/FMLA
19	Wagner, Shannon M	Psychology	12/28/2012	1/21/2013	12/Reg	LWOP/FMLA
20	Dorr, Mark	English	1/1/2013	3/15/2013	9/Spec	LWOP/Personal
21	Lilly, Judith	Foreign Lang & Lit	1/1/2013	5/15/2013	9/Spec	LWOP/Departmental
22	Ratzlaff, Leah	Athletic Compliance	1/4/2013	1/4/2013	12/Reg	LWOP/Personal
23	Hine, Susan	Finance and Real Estate	2/1/2013	5/15/2013	9/Spec	LWOP/Personal
24	Panjabi, Susan	Colorado Natural Heritage	3/1/2013	3/31/2013	12/Spec	LWOP/Personal
25	Rider, Reed	CEMML	12/17/2012	12/25/2012	12/Reg	LWOP/Personal
26	Lowrey, Robert C Jr	Student Legal Svcs	2/1/2013	2/1/2013	12/Reg	LWOP/Departmental
27	Spencer, Kenneth A	CEMML	1/1/2013	1/31/2013	12/Spec	LWOP/Personal
28	Elwyn, Laurie	Hartshorn Health Service	1/7/2013	1/8/2013	12/Reg	LWOP/Personal
29	Flanigan, Kelly	IDRC	2/1/2013	3/6/2013	12/Reg	LWOP/FMLA
30	Calhoun, Mark	CEMML	1/23/2013	1/28/2013	12/Spec	LWOP/Personal

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

31	Bailey, Patricia	Foreign Lang & Lit	1/1/2013	5/15/2013	9/Spec	LWOP/Departmental
32	Yestness, Nissa	NREL	2/16/2013	4/1/2013	12/Temp	LWOP/FMLA
33	McShane, Suzanne	English	2/1/2013	3/22/2013	9/Spec	LWOP/Personal
34	Attridge, Kathleen Leann	English	1/1/2013	3/15/2013	9/Spec	LWOP/Personal
35	Lewis, Thresa	CEMML	2/19/2013	2/28/2013	12/Spec	LWOP/FMLA
36	Discoe, Christine	English	1/1/2013	1/13/2013	9/Spec	LWOP/Departmental
37	Lowrey, Robert C Jr	Student Legal Svcs	3/21/2013	3/22/2013	12/Reg	LWOP/Departmental
38	Orswell, Forrest M	Student Legal Svcs	3/18/2013	3/19/2013	12/Reg	LWOP/Departmental
39	Spencer, Kenneth A	CEMML	2/7/2013	2/25/2013	12/Spec	LWOP/FMLA
40	Lewis, Thresa	CEMML	3/1/2013	3/31/2013	12/Spec	LWOP/FMLA
41	Schweder, Melani	Health and Exercise Science	3/1/2013	4/30/2013	12/Temp	LWOP/FMLA
42	Vizcarra, Bea	CEMML	2/27/2013	2/27/2013	12/Spec	LWOP/Personal
43	Cortes, Hernan	Ethnic Studies	1/1/2013	5/15/2013	9/Spec	LWOP/Departmental
44	Putman, Jill Marie	Academic Advancement	3/21/2013	6/1/2013	12/Reg	LWOP/FMLA
45	Haynes, Carrie A	University Counseling	2/27/2013	2/27/2013	12/Reg	LWOP/Personal
46	Lategan, Cynthia Holmes	Residential Dining	3/6/2013	3/26/2013	12/Reg	LWOP/FMLA
47	Spencer, Kenneth A	CEMML	3/5/2013	6/1/2013	12/Spec	LWOP/FMLA
48	DeVoe, Dale E	College of Applied Human	3/18/2013	6/1/2013	12/Reg	LWOP/Special
49	Ibbotson, Camille T	CASA	3/22/153	99/99/99	12/Reg	LWOP/FMLA
50	Vizcarra, Bea	CEMML	3/5/2013	3/12/2013	12/Spec	LWOP/FMLA
51	Flanigan, Kelly	IDRC	3/6/2013	3/27/2013	12/Reg	LWOP/Illness
52	Kearl, Kathryn	Coop Fish & Wildlife Res	4/1/2013	6/30/2013	12/Spec	LWOP/Departmental
53	Zhou, Yongli	Library	3/15/2013	6/30/2013	12/Reg	LWOP/FMLA
54	Schwebach, Elizabeth Mary	Admissions	3/15/2013	99/99/99	12/Reg	LWOP/FMLA

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

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 and Summer Semesters 2013.

EXPLANATION:

Presented by Tony Frank, President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements at the end of Spring and Summer Semesters 2013. The Office of Enrollment Services has processed the applications for graduation; only those individuals who complete all requirements receive degrees.

MATTERS FOR ACTION:

New Special Academic Unit: Graduate Degree in Public Health – Graduate School

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Graduate School, to establish a new Special Academic Unit – Graduate Degree in Public Health. If approved, this degree program will be effective July 1, 2013.

EXPLANATION:

Presented by Tony Frank, President.

According to the request submitted, the Graduate Degree Program in Public Health (GDPPH) at Colorado State University (CSU) currently exists under the administration of the Graduate School. This degree program is the CSU home for the Master of Public Health degree program (MPH) offered by the Colorado School of Public Health (CSPH). As one of the partner institutions comprising the CSPPH, CSU's MPH program has grown rapidly and attracted involvement of faculty from across campus. Establishment of GDPPH as a Special Academic Unit will formalize the governance structure as described in the Code. It will also allow Public Health courses to be developed and offered under a unique subject code belonging to the Program.

The primary reason for requesting that the GDPPH become a Special Academic Unit (SAU) is to increase administrative structure and visibility for the Program. Specifically, the SAU will include an Academic Oversight Committee comprising the Deans of the Colleges of Applied Human Sciences, Liberal Arts, Natural Sciences, and Veterinary Medicine and Biomedical Sciences, and chaired by the Dean of the Graduate School. This committee will allow for:

More cohesive and streamlined oversight regarding decisions that include multiple colleges on campus;

Increased communication and visibility between these colleges regarding a common theme of Public Health; and

Valuable input regarding the future development and direction of the Program.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Amending Department Chair selection process:

This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the department chair selection process has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Section 2.7.3 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to the Department Chair selection process.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The intent of the amendment is to clarify Department Chair Selection process by addressing resolution of disagreement between the Dean and the departmental faculty, and clarifying mode of communication.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Revision of Conflict of Interest disclosure procedure: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the conflict of interest disclosure has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Section 2.7.1 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to a revision of the conflict of interest disclosure procedure.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

Under current policy, only at the time of first hire do all faculty submit a form addressing possible conflict of interest. Subsequently, faculty only self-report what they consider to be a possible conflict of interest. In the interest of maintaining the most accurate documentation, the proposed amendments require faculty to submit annual statements indicating whether or not a conflict of interest exists, along with a management plan when necessary.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – revision to language regarding handbook amendment procedure: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the language in handbook amendment procedure has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Sections 1.1. and 2.19 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to handbook amendment procedure.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The proposed changes are intended to:

- a) align handbook language concerning the Handbook Amendment procedure with existing practice;
- b) ensure consistent language is employed throughout the Handbook with respect to its amendment procedures;
- c) provide for flexibility in responding to changes in the review and approval procedures of the CSU System Board of Governors (BoG); and
- d) ensure that new policies and/or proposed changes to the Faculty Handbook receive legal and administrative review as part of the policy development process.

Although Faculty Senate may submit proposals directly to the Board of Governors (BoG) without administrative or legal approval, feedback from these two offices during the policy development process is essential to identifying and addressing potential obstacles to BoG approval, thereby minimizing delays in their implementation. Additionally, consideration of the administrative and legal perspectives on a specific issue during the policy development process enhances the effectiveness of a policy with respect to fully addressing the issue in question.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

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

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Deletion of references to Charter School: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding references to the Charter School has been approved by the Colorado State University Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Section 2.8.4 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to references to the Charter School.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

CSU-Pueblo is no longer contractually associated with the Pueblo School of Arts and Sciences.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – Amending faculty handbook language pertaining to faculty employment: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the language used pertaining to faculty employment status has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in various sections of the Faculty Handbook, primarily sections 2.1, 2.2, and 2.4, as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to ***

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

The proposed modifications have been requested by the CSU System Office of General Counsel with the intent of more clearly defining the at-will employment status of titled academic faculty and to insure the Faculty Handbook does not contain inaccurate legal terms pertaining to faculty employment status.

The proposed modifications thus replace all references to faculty contracts with the terms “tenure appointment,” “tenured employment status” and “contractual rights.” Other modifications are intended to align handbook language with current human resources practice regarding faculty appointment letters.

The majority of necessary revisions occur in Sections 2.1, 2.2 and 2.4; the complete set of necessary changes in all sections of the handbook is included in this document for faculty review.

Board of Governors of the
Colorado State University System
Meeting date: May 2-3, 2013
Consent Item

Approved

Stretch goal: N/A Strategic Initiative: N/A

Board approval of this administrative action is required by statute and/or CCHE or Board policy

MATTERS FOR ACTION:

2012-2013 CSU-Pueblo Faculty Handbook Amendment – updating university librarian rank qualifications: This motion to amend the Colorado State University-Pueblo Faculty Handbook regarding the university librarian faculty rank has been approved by the Colorado State University-Pueblo Faculty Senate on April 1, 2013, and then ratified by faculty referendum April 11, 2013, by a majority of those faculty voting. This proposal has also been reviewed and approved by CSU-System legal counsel and by CSU-Pueblo Administration. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Faculty Handbook to become effective on July 1, 2013. This proposal will amend the existing language in Sections 2.3.1 and 2.10 of the Faculty Handbook as specified in this document.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the amendments to the Colorado State University-Pueblo Faculty Handbook relating to university librarian rank qualifications.

EXPLANATION:

Presented by Dr. Rick Kreminski, Interim Provost and Vice President for Academic Affairs.

These changes clarify the desired appointment and promotion experience levels for librarians at CSU-Pueblo.

1. “College level experience” can be interpreted to mean pre-professional degree attainment, while the intention is that applicants possess post-degree, professional employment experience.
2. Limiting the experience to “college level” precludes applicants who may have been employed by other kinds of research institutions, and who possess the desired qualifications, from applying for a position.

Based on the recommendation of the Office of General Counsel (OGC), this proposal now also includes additional formatting changes intended to clarify the content of Sections 2.3.1 and 2.10.1.

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

Approved

Stretch Goal: N/A

Strategic initiative: N/A

MATTERS FOR ACTION:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of the spring semester, 2013.

EXPLANATION:

Presented by Richard Kreminski, Interim Provost and Vice President for Academic Affairs.

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

65	Master's
575	Baccalaureate

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

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

Approved

Stretch Goal: N/A

Strategic Initiative: N/A

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

MATTERS FOR ACTION:

Administrative Professional Council Amendment – Bylaws. This motion to amend the Administrative Professional Council Bylaws contained within the Administrative Professional Council Handbook pertaining to Council Positions, Reporting Area Representatives/Council Representatives, Voting and Committees was approved by the Administrative Professional Council by a majority vote on April 2, 2013. This proposal has also been reviewed and approved by CSU-System legal counsel and by President Di Mare. Pending approval by the CSU-System Board of Governors, the revised language will be incorporated into the Administrative Professional Council Handbook to become effective on July 1, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve amendments to the Administrative Professional Council Bylaws incorporated into the Administrative Professional Council Handbook.

EXPLANATION:

Presented by Johnna Doyle, Deputy General Counsel

Due to campus restructuring the Reporting Area Representatives no longer are appropriate groups within the APC. The restructuring changed the departments that reported to the President, the Provost and the Vice President of Administration and Finance and therefore reduced the number of potential representatives from those areas. The amended bylaws will allow for an appropriate representation across campus and will not overly burden one area while neglecting another area. The APC unanimously approved this change by online vote ending March 22, 2013.

Reviewed and approved by Office of General Counsel, April 2013 and by CSU-Pueblo Administration, April 2013. Approved by Administrative Professional Council by majority vote ending March 22, 2013.

**THE CONSTITUTION AND BYLAWS
OF THE ADMINISTRATIVE/PROFESSIONAL COUNCIL
COLORADO STATE UNIVERSITY- PUEBLO**

Last updated: Wednesday, April 6, 2011
Approved and Adoption by APC in April 2011
Approved by the CSU Board of Governors in August 2011

Table of Contents

Preamble.	4
Article I: Name.	4
Article II: Purpose.....	4
Section 1: Mission Statement.	4
Section 2: Authority.	4
Section 3: Non-Discriminatory Statement.	5
Article III – Amending the Constitution.	5
Article IV – Bylaws.	5
Article I: Name.	6
Article II: Purpose.....	6
Article III: General Membership.....	6
Section 1: Membership.....	6
Section 2. Membership Exemptions.	6
Section 3: Meetings.....	6
Section 4: Non-Discrimination Clause.....	6
Article IV: Council Officers.....	7
Section 1: Membership.....	7
Section 2: Attendance.	7
Section 3: Council Positions.	7
Section 4: Term Length.	8
Section 5. Removal.	8

Article V: Duties.	8
Section 1: Chair.	8
Section 2: Vice Chair.	9
Section 3: Treasurer.	9
Section 4: Secretary.	9
Section 5: Reporting Area Representatives <u>Council Representatives</u>	10
Section 6: Parliamentarian.	11
 Article V: Operations.	 11
Section 1: Meetings.	11
Section 2: Elections.	12
Section 3: Quorum.	12
Section 4: Voting.	13
Section 5: Committees.	13
Section 6: Amending the Constitution or Bylaws.	13
 Article VI: Finances.	 14
 Article VII: Resolutions.	 14

The Constitution of the Administrative/Professional Council Colorado State University-Pueblo

PREAMBLE.

The Administrative/Professional employees of Colorado State University-Pueblo, having great interest in and concern for the continuing mission and goals, purposes and functions of the University, and seeking the active representation and involvement of employees in the shared governance of the University, do hereby establish the Administrative Professional Council. Thus, we, the members of Administrative Professional Council do hereby establish this Constitution in order that our purpose is realized to its fullest extent.

ARTICLE I: NAME.

The name of the organization shall be Administrative/Professional Council at Colorado State University-Pueblo (CSU-Pueblo) henceforth referred to as APC.

ARTICLE II: PURPOSE.

Section 1: Mission Statement.

The purpose of the APC at CSU-Pueblo is to serve as the representative body for administrative/professional employees and to act as an advisory council to the University on matters that are relevant to its constituents. The purposes of this council shall be:

- To advocate for administrative/professional staff and voice their concerns;
- To stimulate and support administrative/professional staff development opportunities;
- To provide a medium of exchange of relevant information among employees;
- To act as a liaison between administrative/professional staff and other organizations;
- and
- To promote the value of administrative/professional staff in helping the University achieve its mission and strategic plan.

The APC is established for seeking the active representation and involvement of employees in the shared governance of the University. This council is an entity that is initiated and directed by a group of current CSU-Pueblo administrative/professional employees who share a common a vision in promoting and continuing the mission and goals, purposes, and functions of the University. The APC understands and is committed to fulfilling its responsibilities of abiding by CSU-Pueblo's policies and procedures.

Section 2: Authority.

The APC will function under this constitution as approved by the CSU-Pueblo President and the Board of Governors of the Colorado State University System and shall continue to do so until such time as the APC dissolves itself or its constitution is revoked by the Board of Governors of the Colorado State University System. The APC will function as an advisory and policy referral body to the University administration and to the administrative/professional employees of the university.

Robert's Rules of Order will be the authority in all questions of procedure unless otherwise stated in these bylaws.

Section 3: Non-Discriminatory Statement.

In keeping with the commitment to a positive academic environment, the APC community is unconditionally opposed to any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Respect and cooperation among colleagues within the University is a guaranteed right that all employees possess regardless of race, religion, gender, sex, sexual orientation, accessibility, national origin, etc.

ARTICLE III – AMENDING THE CONSTITUTION.

Amendments to this constitution must be submitted in writing to the APC at a regularly scheduled meeting. Amendments must be approved by a majority vote of the Administrative/Professional voting parties. After approval by the APC, the amendment will be submitted to a ratification vote of all the administrative/professional employees of the University via a fourteen (14) day online voting system. Amendments will take effect immediately upon approval by majority by the Administrative/Professional voting parties.

ARTICLE IV – BYLAWS.

All operating policies and procedures, including membership criteria, have been approved by the Administrative/Professional employees and have been incorporated into the APC bylaws.

Final adoption by the Administrative/Professional Council: 4/6/11

**The By-Laws of the
Administrative/Professional Council
Colorado State University-Pueblo**

ARTICLE I: NAME.

The name of the organization shall be Administrative/Professional Council at Colorado State University-Pueblo (CSU-Pueblo) henceforth referred to as APC.

ARTICLE II: PURPOSE.

The purpose of the APC at CSU-Pueblo is to serve as the representative body for administrative/professional employees and acts as an advisory council to the University on matters that are relevant to its constituents. The purposes of this council shall be:

- To advocate for administrative/professional staff and voice their concerns;
- To stimulate and support administrative/professional staff development opportunities;
- To provide a medium of exchange of relevant information among employees;
- To act as a liaison between administrative/professional staff and other organizations;
- and
- To promote the value of administrative/professional staff in helping the University achieve its mission and strategic plan.

ARTICLE III: GENERAL MEMBERSHIP.

Section 1: Membership.

Membership shall be restricted to Administrative/Professional employees at CSU-Pueblo. Administrative/Professional refers to any personnel who are defined an Administrative/Professionals employee by CSU-Pueblo's Human Resources Office.

Section 2. Membership Exemptions.

All Administrative/Professional employees who report directly to the CSU-Pueblo President or the CSU System, are employees of the Human Resources Office, or hold any position titled as vice president, provost, or dean may not vote in APC elections or hold Council Officer Positions.

Section 3: Meetings.

Meetings shall be held as often as deemed necessary, but at least one formal meeting will be held monthly. All meetings are open, and administrative/professional employees are encouraged to attend. All general membership meeting times and dates will be announced at the August General Scheduled Membership meeting of each term.

Section 4: Non-Discrimination Clause.

The APC membership complies with all federal laws, executive orders, and state regulations pertaining thereto and does not discriminate based on disability, race, color, religion, nation origin, age, sex, gender, sexual orientation, veteran status, etc.

ARTICLE IV: COUNCIL OFFICERS.

Section 1: Membership.

Membership shall be restricted to Administrative/Professional employees at CSU-Pueblo. Administrative/Professional refers to any personnel who are defined as Administrative/Professionals by CSU-Pueblo's Human Resources Office and has been an employee of Colorado State University-Pueblo for at least one fiscal year, who does not report directly to the CSU-Pueblo President or the CSU System, are employees of the Human Resources Office, or are members of the President's Cabinet.

Council Officers whose position are reassigned by the University to an administrative unit different from the one in which they were elected will be allowed to continue their term on the board for up to six (6) months to allocate time for reappointment.

Section 2: Attendance.

Council Officers who are unable to attend an APC meeting will designate and send an alternate APC member. That alternate will have the same voting privileges as the absent Council Officer. If possible, the alternate should come from the same administrative reporting area as the absent Council Officer.

If a Council Officer misses two scheduled APC meetings in any term (August 1 to July 31) and fails to send an alternate to the meeting, the Council Officer will be considered to have resigned from the Council. The APC Chair will notify that Council Officer in writing that the position has been declared vacant. That Council Officer may appeal this action to the APC Council at the next formal meeting. If the appeal is approved, the Council Officer will be reinstated. If the appeal is not approved, a new officer shall be appointed to the Council from that University reporting area through nomination from the Council and then confirmed by a majority Council Officer vote.

Section 3: Council Positions.

Council Officers must be current CSU-Pueblo Administrative/Professional employees and have been employees of Colorado State University-Pueblo for at least one fiscal year.

~~The University reporting areas are defined as:~~

- ~~1. President~~
- ~~2. Provost~~
- ~~3. Vice President of Finance and Administration~~

The Chair, Vice Chair, Treasurer, and Secretary will be elected by the APC general membership. The APC general membership can be representatives from any of the reporting areas. The Council Officers will consist of ~~two (2) representatives from each of the three University reporting areas~~ ~~three (3) at-large representatives~~. Representatives must be from different units/departments/offices. The Parliamentarian will serve as an additional Council Officer who is a non-voting member.

Voting Council Officers for 2011-2012 term will be staggered as follows:

1. Chair – 2 years
2. Vice Chair – 1 year
3. Treasurer – 1 year
4. Secretary – 2 years

5. President's Area Representative – 1 year
6. President's Area Representative – 1 year
7. Provost's Area Representative – 1 year
8. Provost's Area Representative – 1 year
9. Vice President of Finance and Administration's Area Representative – 1 year
10. Vice President of Finance and Administration's Area Representative – 1 year

Non-voting Officers for 2011-2012 term will be staggered as follows:

1. The Parliamentarian – 2 years

Voting Council Officer terms will be staggered as follows:

11. Chair – 2 years
12. Vice Chair – 1 year
13. Treasurer – 1 year
14. Secretary – 2 years
15. Council Representative – 1 year
16. Council Representative – 1 year
17. Council Representative – 1 year

Non-voting Officer term will be staggered as follows:

2. The Parliamentarian – 2 years

Section 4: Term Length.

Each Officer will be elected for a term that will begin on August 1 and end on July 31. Members can only serve two (2) consecutive terms for any Council Officer position and then must abstain from any Council position the third term, but may rejoin the following term.

In the event Council Officers are not able to complete their term of office, a new officer shall be appointed to the Council, from that University reporting area, through nomination from the Council, and then confirmed by a majority Council Officer vote. The newly elected officer will serve the remaining term for the previous Council Officer being replaced.

Section 5. Removal.

An officer of the Council may be removed from office for *just cause* by a majority vote of the eligible voting parties.

Before such a vote can be taken, the Council Officer in question must receive written notification of the intent of removal from the Parliamentarian. The officer in question will be given at least one (1) week to respond in writing before a vote is taken. Any and all responses from the officer in question must be shared with the Council Officers prior to a vote being taken at a regularly scheduled or called meeting.

ARTICLE V: DUTIES.

Section 1: Chair.

The Chair shall provide guidance, direction, and support for the organization in pursuit of its goals and objectives. The Chair shall also have the specific powers to call a general or special

meeting and be responsible for the conduct of such meetings. The Chair will maintain the power to appoint all committee chairpersons and shall present all motions to the body present.

Other duties of the Chair are to:

- Regularly attend general and executive board meetings;
- Appoint APC committees;
- Update various University groups and constituents;
- With the advice of the Council, appoint representatives of the APC to University committees, University official functions, and governing bodies;
- Ensure that the constitution, bylaws, and procedures of APC are followed; and
- Perform such other duties as customarily pertain to the office of Chair.

Section 2: Vice Chair.

The Vice Chair shall assume the duties of the Chair in the event of the Chair's absence.

Other duties of the Vice Chair are to:

- Regularly attend general and executive board meetings;
- Call to order and preside over all meetings of APC;
- Exercise expenditure authority for APC; and
- Perform such other duties as customarily pertain to the office of Vice Chair.

Section 3: Treasurer.

The Treasurer shall keep an accurate record of all financial transactions of this council. This Officer shall collect payments, arrange for payment of debts, and keep a current account of the financial status of the organization.

Other duties of the Treasurer are to:

- Regularly attend general and executive board meetings;
- Provide a budget report at each regularly scheduled meeting;
- Supervise fundraising projects; and
- Perform such other duties as customarily pertain to the office of Treasurer.

Section 4: Secretary.

The Secretary shall keep an accurate record of all proceedings of this council. The Secretary shall be responsible for notifying active members of all meetings and for providing copies of the minutes of the previous meetings to all members present at each meeting.

Other duties of the Secretary are to:

- Collaboratively prepare meeting agendas from membership and make available;
- Monitor, maintain, and update APC website;
- Submit minutes within ten (10) calendar days following each meeting to the entire professional administrative employees;
- Regularly attend general and executive board meetings;
- Conduct Council business in the absence of the Chair and Vice Chair; and
- Perform such other duties as customarily pertain to the office of Secretary.

Section 5: Reporting Area Council Representatives.

University Reporting Area Council Representatives shall be consistent members of the APC and help in the processing of the council.

Specific responsibilities of the Reporting Area Council Representatives shall be to:

- Regularly attend general meetings;
- Report on relevant matters to the APC;
- Chair and serve on various APC and University committees; and
- Provide updates to reporting area administrative/professional staff.

Section 6: Parliamentarian.

The Parliamentarian shall be a member of the APC, help in proceedings of the meetings, and maintain order within the council's governance.

The duties of the Parliamentarian are to:

- Ensure that all proceedings follow and are governed by *Roberts' Rules of Order*;
- Regularly attend general and executive board meetings;
- Provide guidance to the Council Officers;
- Review and maintain the council's constitution and bylaws;
- Ensure that officers meet the minimum requirements for holding office as established by this constitution and bylaws;
- Provide advice regarding membership selection procedures and responsibilities;
- Preside over the election of the officers of APC;
- Oversee the online voting and election process; and
- Perform such other duties as customarily pertain to the office of Parliamentarian.

ARTICLE V: OPERATIONS.

Section 1: Meetings.

General meetings must be held on campus and be open to any interested individuals, but all Administrative/Professional employees are strongly encouraged to attend. All members are encouraged to contribute to the meeting agendas.

All meetings will occur on a monthly basis or other regular basis and will follow the procedure set forth below:

- Motion to commence given by the Vice Chair
- Roll Call
- Approval of minutes
- Old Business
- Vote on all motions
- Reports by the Council Officers
 - Reporting Area Representatives
 - Secretary
 - Treasurer
 - Vice Chair
 - Chair
- Committee reports
- New business put forward by the membership
- Dismissal by the Vice Chair

Requests for special or unscheduled meetings must be submitted to the Chair and approved by at least two other Council Officers before the general membership will be notified. Once the three Council Officers have put forward the motion to call a special or unscheduled meeting, the Secretary must notify the general membership at least twenty-four (24) hours in advance of the meeting day and time.

Section 2: Elections.

All elections will be held on an annual basis beginning in May and concluding in July. Nominations shall come from the general membership at the regular scheduled June meeting and remain open for one (1) week.

Voting will be done via a secured online voting system. The voting period will remain open for no more than fourteen (14) calendar days (two (2) consecutive working weeks). The online voting process shall be maintained and tabulated by the Parliamentarian and two (2) Election Commissioners who are appointed by the Council Officers at the May general scheduled meeting. The nominated parties will be allowed to vote. All Council Officers shall be elected by a majority vote.

APC Election Timeline:

- May General Membership Scheduled Meeting
 - Council Officers appointed two (2) Election Commissioners
- June General Membership Scheduled Meeting
 - Call for nominations
 - Submit nominations to Parliamentarian after meeting
- Seven (7) days after the June General Membership Scheduled Meeting
 - Nominations are closed
 - Parliamentarian check nominees eligibility
- Fourteen days after the June General Membership Scheduled Meeting
 - Confirm nominees' eligibility
 - Nominees accept their nominations.
- July General Membership Scheduled Meeting
 - Present candidate Bios
 - Upload information to the voting website
- Following the July General Membership Scheduled Meeting
 - Open on-line voting
- Fourteen days after the July General Membership Scheduled Meeting
 - On-line voting closes
 - Parliamentarian present results to general membership.
- August General Membership Scheduled Meeting
 - Outgoing Council Officers' last meeting
 - Incoming Council Officers' first meeting
- Between the July and August General Membership Scheduled Meeting
 - New Council Officer education
- August General Membership Scheduled Meeting
 - New Council Officers take command of APC

Section 3: Quorum.

The number of individuals required to hold a *bona fide* meeting shall be a majority, which is one more than 50% of the elected Council Officers.

In order for a quorum to exist for voting, majority of elected Council Officers must be present at the scheduled meeting.

Section 4: Voting.

Voting privileges shall be restricted to elected Council Officers and the present general membership. All official voting shall require a majority vote of the voting parties.

The general membership of APC who attend at the scheduled meeting where a voting decision may occur will constitute as the eleventh vote (one vote) in conjunction with the ~~ten (10)~~ seven (7) votes from the Council Officers, as determined by a majority vote. At least three (3) general members must be present for the general membership vote to be recognized otherwise it shall be sustained.

The voting authorities shall be as follows:

1. Chair
2. Vice Chair
3. Treasurer
4. Secretary
5. President's Area Council Representative
- ~~6. President's Area Representative~~
- ~~7. Provost's Area Representative~~
- ~~8.6. _____ Provost's Area Council~~ Representative
- ~~9.7. _____ Vice President of Finance and Administration's Area Representative~~
- ~~10.8. _____ Vice President of Finance and Administration's Area Council~~ Representative; and
- ~~11.9. _____~~ At least three (3) Members of the general membership present at the meeting

Section 5: Committees.

Committees shall be decided upon each term by the incoming Council Officers or as need arises.

Representatives from APC will be appointed by the Chair to attend or to serve the following standing committees or meetings:

1. University Budget Board
2. University Leadership Team
3. Faculty Senate
- ~~4. Instructional Technology Board~~
- ~~5.4. _____~~ University Board on Diversity and Equality
- ~~6. Multicultural Council~~
- ~~7. Emergency Crisis Team~~
- ~~8.5. _____~~ Other committees as needed

Section 6: Amending the Constitution or Bylaws.

The constitution is binding to all members of the APC, but the constitution is not binding unto itself.

The bylaws may be amended by a majority vote. Changes in the bylaws will require at least two (2) readings with a minimum of two (2) weeks between readings. Approved amendments must also be approved by The President's Office, legal counsel, and The Board of Governors before amendments to the bylaws take effect.

ARTICLE VI: FINANCES.

APC finances will be conducted by the following means:

- The elected Treasurer will be seen as the financial officer for this council;
- All funds, no matter the source, shall be deposited into the APC general cost center by the Treasurer;
- The Council will notify the general membership before obligating funds (including initiating, purchasing, or committing funds); and
- Council will adhere to CSU-Pueblo's procurement policies and process.

ARTICLE VII: RESOLUTIONS.

Any voting Council Officer at any meeting in which a quorum is present may propose resolutions in writing. These resolutions will be placed on the agenda for the next APC meeting.

Resolutions require:

- One Reading at a scheduled meeting
- Motion
- Second
- Discussion
- Call to Vote
- Voting

Proposed resolutions will become effective following approval of a majority vote of the voting parties. Said resolutions shall be submitted to the responsible parties and copied to the Office of the President. Resolutions shall be preceded as needed.

Board of Governors of the
Colorado State University System
Meeting Date: May 3, 2013
Consent Item

Approved

Stretch Goal: N/A

Strategic Initiative: N/A

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

MATTERS FOR ACTION:

Approval of Employment Agreement for Dr. Carl Wright – Provost and Vice President of Academic Affairs. This motion is made for the approval of a 2 year employment agreement with Dr. Carl Wright to serve as Provost and Vice President of Academic Affairs. Employment will be effective July 15, 2013.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the Employment Agreement between Dr. Carl Wright and the Board of Governors.

EXPLANATION:

Presented by Lesley Di Mare, President

Dr. Carl Wright was a finalist for the Provost position at CSU-Pueblo. He has agreed to accept this position with a 2 year employment agreement. The agreement is attached to this Resolution.

Board of Governors of the
Colorado State University System
May 3, 2013
Consent Item

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 A Term (ending 4/28/13).

EXPLANATION:

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

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

Section

9

System Wide
Discussion Items



COLORADO STATE UNIVERSITY SYSTEM

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

MEMORANDUM

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

FROM: Dr. Mike Martin, Chancellor

DATE: May 1, 2013

SUBJECT: 2013 Legislative Session Update

The current session is in its final weeks with the Legislative Committee actively tracking a couple dozen bills from the House and Senate. Jobs, education, guns and the taxation of marijuana have dominated this legislative session. The CSU System tracked over 125 pieces of legislation. In addition, the system prepared almost 65 fiscal notes that identified costs of the various pieces of legislation. The system actively worked 27 bills with staff and lobbyists.

Through this effort, the system has successfully defeated **SB 13-165**, a bill that would have allowed the Community College System to offer a limited number of baccalaureate degrees.

In addition, the system has successfully worked to pass **HB 13-1315**, bill that would repeal current law that prohibits governing boards of institutions of higher education from requiring an undergraduate student to purchase health care insurance.

Other bills worked on by the CSU System included:

House Bill 13-1089 - limiting academic freedom was defeated early in the session. This bill would have established intrusive requirements into the activities of faculty and higher education systems.

Governmental Immunity - Several bills were introduced trying to increase the governmental immunity cap. One in particular would have created a greater liability in cases where there was an award made by the court. This bill was defeated.

HB-1099 Public Appointee Disclosure - this bill was defeated but would have required disclosure of personal and business information by board members.

Senate Bill 13-033 - known as the ASSET bill, allows undocumented students to pay tuition rates at the resident rate despite their immigration status as long as the student has resided in Colorado for at least

three consecutive years and graduates from a Colorado high school. The student will sign an affidavit stating that they are seeking citizenship. The Board adopted a resolution in support of this legislation.

The Long Bill has made its way through the legislative process and been signed by the Governor. Stronger than anticipated revenue forecasts has allowed for additional one-time funding for higher education in the current fiscal year and funding increases of \$30 million in operating, and increase in state-funded financial aid, and several new state funded capital construction projects for next year.

- For FY 2014, funding for governing boards increased by \$30 million from \$513M to \$543 million. The CSU system's share of the increase is \$6.1M growing our appropriation from \$103.7 million to \$109.8 million.
- There will also be an increase in state-funded financial aid of \$5.3 million for need-based aid grants.
- The Joint Budget Committee recommended an additional \$188.5 million in state-funded capital construction projects including the CSU-Pueblo General Classroom Building at \$16.2. The system will also receive \$2.5 million in funding for Level I Controlled Maintenance and \$1.5 million in funding for Level II Controlled Maintenance projects on both campuses.

The session will wrap up on May 8th. However there are several bills still to be discussed. Below are current bills from the General Assembly that are being monitored within the Legislative Committee in addition to a summary of bills that have been postponed indefinitely and bills of interest that have been signed by the Governor.

HB13-1317 and SB13- 283 Implementation of Amendment 64

The Marijuana bills - These bills create the regulatory framework for retail marijuana and look at appropriate taxing structures. These are a half dozen other bills also working on this issue.

HB-1320 Merit Scholars Bill - The bill would allow some flexibility to admit more non-resident students. Under current law, state-supported institutions of higher education must maintain a required ratio of resident student admissions to nonresident student admissions. The bill allows an institution to count a student who is admitted as a Colorado scholar as 2 in-state students for purposes of calculating this ratio.

SB13-285 Procedures in workers compensation claims for the resolution of disputes - The bill requires a claimant to be reimbursed by the employer or workers' compensation carrier for medical treatment provided if the employer, after notice of the injury, fails to provide medical treatment

Possible bill regarding Progressive Discipline for Administrative Professionals - The bill basically removes at-will employment status and requires that Executive Branch employees, including public state institution of higher education personnel, who are not in the state personnel system, may only be dismissed from employment after receiving progressive discipline. If an employee has committed a

felony or acted in a manner that has physically harmed or directly threatened to physically harm others, the progressive discipline requirement does not apply.

Colorado Open Records Act - several bills were introduced trying to change the opens records act and how it is administered. The most erroneous of these bills was defeated which would require a much more liberal process that was free to citizens.

MEMORANDUM

TO: Tony Frank
FROM: Amy Parsons
DATE: April 10, 2013
SUBJECT: Strategic Partnerships

In the last three years, Colorado State University has leveraged its purchasing power into long term strategic partnerships with a handful of industry leaders such as Hewlett Packard, Coca-Cola, USA Today, and OfficeMax. These relationships with industry provide not only significant cost savings to the University, but also provide investments to support the core of our mission – our academic programs and research activities. Just in the last two months, we added First National Bank and Verizon Wireless to our team of strategic partners, creating tremendous value to the campus in the form of cost savings, new revenues for campus initiatives, and new internship and employment opportunities for our students. While the dollar value of these partnerships is significant, the non-monetary benefits are just as valuable. For example, HP, Coca-Cola, USA Today, and Office Max have all sent some of their top talent to CSU to guest lecture on campus and work directly with our students. Our partners are hiring CSU students in greater numbers. They are providing new and valuable benefits to our alumni population. Importantly, as we form closer bonds with our partners, they are investing in research with us, in specific programs that they care about, and marketing on our behalf, all outside of the original contract terms.

We have further capitalized on the “partnership” approach by teaming up with the University of Colorado to achieve favorable pricing from service providers, such as Johnson Moving and Storage. Additionally, we have partnered with other Colorado universities to share digital library collections resulting in significant cost savings, both dollars and man-hours, for all the institutions.

The current value of these partnerships can be generally summarized as follows:

- \$875,000 in cost savings on purchases to date;
- \$125,720 in rebates and royalties received to date with almost \$2M in rebates anticipated over the life of the partnerships if all options to renew are exercised;
- \$115,000 in scholarships received to date, with a commitment of more than \$1.25M over the life of the partnerships;
- More than \$6M committed for paid internships for 10 years;
- \$382,000 in sponsored research received thus far;
- More than \$500,000 in products, equipment and marketing dollars;
- Over \$1M in other support including signing bonuses and financial support of specific programs such as the unique Google Liquid Galaxy solution in the library.

While most of the revenues above are directed toward student scholarships and internships, we have carefully leveraged the rebate dollars and signing bonuses to provide valuable new benefits to our employee population at a time when budgets were tight and salary increases not possible. The benefits are provided as part of the Commitment to Campus (“C2C”) Program and have included expanded health and wellness benefits, discounted access to after-school care for children, discounted tickets for Athletics and arts events, improved career resources, and a readership program that provides free copies of the New York Times, USA Today and the Denver Post at key sites around campus. To date more than 2,000 CSU employees have taken advantage of these programs. For a complete summary of all Commitment to

Campus benefits, go to the C2C website at <http://facultyandstaff.colostate.edu/commitment-to-campus.aspx>.”

In addition to the Commitment to Campus, the University’s new strategic partnership with First National Bank will generate enough new revenue, in the form of a signing bonus and sponsorship dollars over the next five years, to nearly fully fund the University’s new, expansive women’s initiative, which will launch in fall 2013. The revenues will support a speaker series, website development and marketing, scholarships, and other activities within the initiative.

A summary of the current contracts and description of the many benefits provided by our strategic partners follows.

OFFICE MAX

OfficeMax is the “Official Office Supply Vendor” for the CSU Fort Collins Campus. Prior to the establishment of this strategic partnership, the University’s purchases of office supplies were divided among several different vendors. To create the current partnership, we consolidated the buying power of the University’s academic departments, the CSU Bookstore, and an alumni program and offered the further enticement of Athletics sponsorships. After an open solicitation, Office Max won the contract and now cites CSU as its “best in class” partnership in the country. The benefits from this strategic partnership include:

Cost Savings: Approximately \$400,000 saved from July 1, 2011, until June 30, 2012, (including CSU Bookstore). This amount is calculated based on the amount the University spent on office supplies in previous years.

Value Add Items:

- Scholarships – \$5,000 in scholarships per year beginning the fourth year of the contract for each year the affinity rebates exceed \$165,000.
- Internships – OfficeMax provides a minimum of two paid internships each year of the contract.
- Athletics Sponsorship – During the first three years of the contract, OfficeMax will be the exclusive office products sponsor of Athletics under a separate agreement with Nelligan Sports Marketing.
- Signing Bonus - \$165,000/year for the first three years.
- Rebates on direct Campus and direct Bookstore supply – (3% on first \$2 million sales, 5% on sales above \$2 million, paid annually.) To date we have received \$56,870 in rebates on direct University purchases and \$30,267.89 in rebates on Bookstore purchases.
- Rebates on Impress Print Services – 5% total net sales (paid annually).
- Rebates on Affinity Program – 4% total net sales (paid quarterly). To date we have received \$27,080 in rebates on purchases through the Affinity Program.
- Alumni activity support – In addition to the marketing components outlined in the contract relative to the affinity program, OfficeMax has added a significant direct mail marketing effort over the past 15 months. Since 2011, they have allocated more than \$250,000 in marketing dollars from their

budget toward co-branded direct mail campaigns that have helped increase awareness of the partnership, sales, and the total rebate back to the University under this portion of the contract. OfficeMax regularly has a presence at several CSU Alumni Association events annually and meets with Alumni Association staff on a regular basis to identify ways to grow the partnership and program.

- Supply Chain Management Speaker – The former Senior Vice President of Supply Chain Management for OfficeMax, Reuben Slone, spoke to CSU’s Supply Chain Management student club and two classes in the spring of 2012. Additionally, he co-authored a research article with CSU College of Business faculty member, Brian Fugate, titled “Getting Business Schools Back on Track.”

HEWLETT PACKARD

Hewlett Packard is the “Official Windows-Based Personal Computer Supplier” for both CSU Fort Collins and CSU Global Campus. Prior to entering into this strategic partnership with HP, the University purchased computer hardware from Dell off of a state purchasing agreement. The relationship with Dell was not a strategic partnership in terms of its investment in the University. So again, we consolidated purchases from campus with our alumni programs, offered sponsorship activities and sought a partner to invest in our academic core mission. Hewlett Packard won the contract, and we have leveraged that purchasing power to create value for the University that includes the following:

CSU Fort Collins Cost Savings: Approximately \$235,000 from July 31, 2012 until February 28, 2013 on purchases of notebooks, desktops and workstations.

Value Add Items:

- Administrative Fee (rebate) returned to the University calculated on Personal Systems Group products (a line of Hewlett Packard “client” products that includes notebooks, desktops and workstations) including products sold to CSU affinity groups (donors, students, alumni and friends). The administrative fee from the affinity groups is 1% calculated from dollar one without consideration for purchase volume.

<u>Purchase Volume</u>	<u>Rebate</u>
\$0 to 2.499M	1% rebate
\$2.5M to 4.4999M	1.5% rebate
\$4.5M+	2% rebate

Thus far, the University has received \$7,302.72 in rebates on purchases of PSG products between April 1, 2012, and July 31, 2012.

- Purchase Volume Product Rebate of 1% calculated on HP commercial Imaging and Printing products and Enterprise Server, Storage and Networking products. Products purchased with rebates under this program will be used for our faculty technology refresh program.
- Innovation Collaboration – \$21,000 to support technology at the new Engines and Energy Conversion Laboratory, the Library and the College of Engineering.*

* Amount is contingent upon HP realizing \$2M in revenue each year.

* Amount is contingent upon HP realizing \$2M in revenue each year.

- CSU-China 2X2 Exchange – \$20,000 per year to be used toward scholarships, \$30,000 during the term of the contract dedicated to a two year internship and \$7,000 total allocated toward promotion of the CSU-China relationship in China.*
- Academic Enrichment Consideration – Total Value to CSU-Fort Collins \$668,500*

Consideration	Value	Institution
20 Internships and/or Co-Ops per year	\$600,000	CSU-Fort Collins
Four senior design projects per year	\$30,000	CSU-Fort Collins
One professional society competition/yr.	\$10,000	CSU-Fort Collins
One professional society affiliation/yr.	\$5,000	CSU-Fort Collins
Presentation of three professional papers including travel per year	\$5,000	One paper – CSU-Global Campus Two papers – CSU-Fort Collins
One Engineering Week competition and dinner per year	\$5,000	CSU-Fort Collins
K-12 outreach – per year	\$1,000	50% - CSU-Global Campus 50% - CSU-Fort Collins
Student mentoring – per year	\$1,000	CSU-Fort Collins
Student recruiting, Spring/Fall – per year	\$5,000	\$3,500 – CSU-Fort Collins \$1,500 – CSU-Global Campus
Zunesis sponsored scholarships/year	\$15,000 (6@\$2,500 ea.)	\$10,000 – CSU-Fort Collins \$ 5,000 – CSU-Global Campus

COCA-COLA

In 2011, CSU bid out its beverage contract, after having been with Pepsi for more than 20 years. We asked for a significantly more expansive partnership, reaching into academic programs, international partnerships in China, Athletics programs, internships and hiring programs for our students, and sending high-profile guest lecturers from the company to campus. Coca-Cola won a 10-year contract, which has provided the following:

Value add items:

\$520,000 - Annual sponsorship payments (includes \$40,000/year pledge to the College of Business Beverage Business Institute as a founding donor).

-Importantly, this revenue funds \$100k/year, or \$1M over the term of the contract, for four full tuition scholarships for students enrolled CSU’s partner universities in China and transfer to CSU through a 2+2 program. CSU and Coca-Cola established the Water Scholars Program through which the scholarship recipients study issues related to water sustainability in any one of CSU’s water-related disciplines. Representatives from CSU and Coca-Cola traveled to China in 2011 and 2012 to launch the program on four campuses.

\$25,000 – Annual marketing expenditures.

\$9,500 – Annual merchandising expenditures – for things like menu boards, marketing panels.

* Amount is contingent upon HP realizing \$2M in revenue each year.

\$1/case rebate on Odwalla products.

Replacement of all menu boards at Hughes Stadium and Moby Arena.

\$107,500 – product donations.

\$16,670 – on-campus recycling bins.

Two paid internships each year – to support the Beverage Business Institute in the College of Business.

In addition to the value added consideration addressed in the contract, Coca-Cola has provided \$5,000 for operating/administrative expenses; funded sponsored research activities at more than \$382,000; and provided speakers and participants to the College of Business Beverage Business Institute. The sponsored research activities include the following projects:

- James Pritchett, Ag & Resource Economics, \$149,893.00: The South Platte Replenishment Project leverages an existing CSU water stewardship and outreach project in the South Platte River Basin to support research and demonstration activities to save 50 million gallons of consumptive water use as replenishment for Coca-Cola's Denver bottling plant.
- James Pritchett, Ag & Resource Economics, \$100,000: China Watershed Assessment, Replenishment and Stewardship Program – demonstrating water stewardship in a watershed by returning treated wastewater to support aquatic life, improving water efficiency, protecting source water and replenishing to nature the water equivalent of finished beverages.
- Christine Chin and Ernie MacQuiddy, College of Business, \$62,160.00: Coca-Cola, the Colorado Innovation Network and CSU are working together to identify innovative, rapidly developed, high-impact solutions to the serious and complex global health problem of obesity. The partners are looking for a solution that will help Colorado become the healthiest state in the nation.
- Zachary S. Johnson, Horticulture & Landscape Architecture, \$70,000.00: For water audit, landscape and irrigation design at the Denver bottling plant, providing opportunities for hands-on training of students and public demonstration of water stewardship techniques.

Coca-Cola also has funded executive speakers and course facilitators for the Beverage Business Institute including:

Dana Waters, Key Account Manager and National Sales Executive
Mike Bonham, Vice President of Mountains State Market Unit Field Operations
Alper Ferruh Aziz, Marketing Director
Maria Cereghino, Public Affairs and Communications Manager
Mario Garnier, Northwest Region Pricing and Trade Spend Manager
Muhtar Kent, President and CEO
William O'Brien, Senior Vice President and General Manager of the Northwest Region
Matt Wilson, Market Unit Vice President

Coca-Cola has enrolled four participants in the Beverage Business Institution Program. Three Coca-Cola employees have completed all four workshops and one person is involved in the current cohort. Coca-

Cola has also hired many CSU students into positions with the company and continues to increase its recruitment and hiring of CSU graduates.

FIRST NATIONAL BANK (Contract not yet completed)

Under this contract, banking services are provided to the University and support our student ID Card program. In addition to the services provided, the bank provides additional value to the University as described below:

- One Time Signing bonus - \$290,000 (\$275,000 from FNB and \$15,000 from TSYS)
- Guaranteed Royalty from student ID (RamCard) - \$100,000/year x 5 years = \$500,000
- Incremental Royalty based on usage of RamCard– \$100,000 over 5 years (estimate)
- RamCard Plus Rewards – Visa RamCard, \$35,000 over 5 years, based on usage (estimate)
- ATM Surcharge Rewards – \$50,000/5years (estimate)
- \$180,000/year for scholarship/sponsorship. \$90,000 to Athletics. \$90,000 allocated centrally
- \$20,160/year for a paid internship in Business Management or Accounting
- Capital investment – support of branch office/RamCard Office and CSU Cashier’s office. Move to Library then return to LSC
- Marketing - \$102,000 annually in support of marketing activities

The signing bonus and a portion of the sponsorship revenues will be used to support the CSU Women’s Initiative.

VERIZON WIRELESS COMMUNICATION SYSTEMS – (Contract not yet completed)

- Two paid internships dedicated to CSU students – opportunities include placement in Human Resources, Finance, Sales and Marketing departments
- Dedicated on-campus job fairs/recruiting activities sponsored by Verizon Wireless
- Support of Verizon’s Regional President to facilitate CSU grant applications to the Verizon Foundation for things such as student scholarships and technology grants
- Guest Speakers for a minimum of two engagements.

JOHNSON MOVING AND STORAGE

This contract resulted from a Request for Proposals solicited jointly by CSU-Fort Collins and the University of Colorado. In addition to favorable contract terms for employee moving services, Johnson Moving and Storage returns to the Universities 5% of total revenues generated from the previous 12 months. For calendar year 2012 the return totaled \$4,200 for CSU.

DIGITAL REPOSITORY SHARED SERVICES AGREEMENT / EX LIBRIS

This contract involves libraries from multiple Colorado institutions of higher education that have come together as a Consortium including:

Phase 1:

CSU-Fort Collins Library

CSU-Pueblo Library

University of Colorado at Boulder Library

University of Colorado Law Library
 Auraria Library
 University of Colorado Health Sciences Center Library
 University of Colorado at Colorado Springs Library;
 Phase 2: added
 Colorado School of Mines Library
 Colorado Mesa University Library.

A digital repository is a system used to deposit, hold, make discoverable and accessible and preserve digital content. The parties were engaged in a failed joint development project at the Colorado Alliance of Research Libraries (CARL). In 2011, they joined forces to deploy a shared repository service termed Digital Collections of Colorado (DCC). Table 1 shows “Before” and “After” Costs.

Table 1 "Before" and "After" Costs		
	<i>CARL (before)</i>	<i>DCC (after)</i>
Auraria	\$33,300	\$2,542
CSU, CSU-P	\$59,100	\$7,625
CU-B, CU Law	\$78,900	\$7,625
Mines	\$26,250	\$7,625
UCHSC	\$25,058	\$2,542
UCCS	\$25,950	\$2,542
CMU	\$23,700	\$7,625
Totals	\$272,258	\$34,314

Collectively, the seven institutions are realizing annual savings of almost \$240,000/year. Over the term of the agreement, savings will exceed \$1 million. Ancillary benefits include less staffing and effort, sharing communication, strategies and effort across institutional boundaries resulting in the best collective approach.

Looking to the future, the University is planning around how corporations and other strategic partners can best gain access to the institution and how we can make it easier for potential partners to identify ways to connect with CSU. This is a collaborative effort involving External Relations, Operations, Research, Advancement, CSURF, Athletics, the colleges, the President’s Office, and others.

Section

10

Board Meeting
Evaluation

This section
intentionally left blank

Appendix

Board Correspondence

Additional Board Correspondence - Received 4/25/13 - 5/1/13

4/25/2013	email	Ann Wagner	Stadium (opposed)	4/26/2013
4/26/2013	email	Karen Robinson	Stadium (opposed)	4/26/2013
4/29/2013	email	Lynda Allen	Stadium (opposed)	4/29/2013
4/29/2013	email	Aaron Macan	Stadium (supports)	4/29/2013
4/29/2013	email	Joann Janes	stadium & advertising	4/29/2013
4/29/2013	emal	Kate Elliott	Stadium (opposed)	4/29/2013
4/30/2013	email	Glen Hostetler	stadium (supports)	4/30/2013
4/30/2013	email	David Sahimi	Stadium (supports)	4/30/2013
4/25/2013	email	Tom Linnell	meeting with Chair/SOSH	
4/30/2013	email	Dave Brown	Stadium (supports)	4/30/2013
4/25/2013	email	Tom Linnell	follow up email	4/30/2013
4/30/2013	email	Tom Linnell	follow up email	
5/1/2013	email	Richard L. Morton	Stadium (opposed)	5/1/2013
5/1/2013	email	Gail McKenzie	Stadium (opposed)	5/1/2013
5/1/2013	email	Mike Reeves	Stadium (opposed)	5/1/2013
5/1/2013	email	Nick Roseveare	Stadium (opposed)	5/1/2013
5/1/2013	email	Chris Marshall	Stadium (opposed)	5/1/2013
5/1/2013	email	Cheryl Beckett	Stadium (opposed)	5/1/2013
5/1/2013	email	Scott Hall	Stadium (opposed)	5/1/2013
5/1/2013	email	Vernon Watkins	Stadium (opposed)	5/1/2013

Teufel, Sharon

From: CSUS Board
Sent: Friday, April 26, 2013 9:07 AM
To: Wagner, Ann
Subject: RE: no new stadium

Good morning, Ms. Wagner:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: Wagner, Ann
Sent: Thursday, April 25, 2013 4:25 PM
To: CSUS Board
Subject: no new stadium

To the CSU Board of Governors:

Please do not approve the building of a new, on-campus stadium. Hughes Stadium is perfectly satisfactory for continued use!! It is in a scenic area and has plenty of open space for parking and partying.

CSU prides itself on being "green" - how "green" will it be, to abandon a perfectly functional stadium to build a new one? In this day and age of "re-use, recycle" . . . it is irresponsible to build a brand-new stadium when the stadium we have does NOT need to be replaced.

And, the proposed site is one of the few areas on campus with a natural feel to it - what a shame it would be to lose that.

PLEASE say NO to a new stadium!!

Sincerely,
Ann Wagner Turner
Professor Emeritus, CVMBS
awagner@colostate.edu
970-620-2125

Teufel, Sharon

From: CSUS Board
Sent: Friday, April 26, 2013 9:08 AM
To: karen robinson
Subject: RE: No on the new stadium

Good morning, Ms. Robinson:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: karen robinson [<mailto:leleni@hotmail.com>]
Sent: Friday, April 26, 2013 6:06 AM
To: CSUS Board
Subject: No on the new stadium

Dear board members,

I grew up in Fort Collins and earned two degrees in mathematics at CSU. I remember watching Moby Gym going up from our backyard, and going to my two very large and exciting graduation ceremonies at Hughes Stadium. My father, who was a CSU professor, still lives in the house on Lynnwood Street that we built in 1960. Please do not create a traffic nightmare on campus by building a stadium there.

Thank you for listening.

Karen Deal Robinson

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 29, 2013 11:38 AM
To: Lynda Allen
Subject: RE: No New Stadium

Good morning, Ms. Allen:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Lynda Allen [<mailto:lyn50all@gmail.com>]
Sent: Monday, April 29, 2013 10:17 AM
To: CSUS Board
Subject: No New Stadium

As a long time FTC resident I am very concerned that CSU is still considering the new Stadium. WHY, WHY, WHY would you even consider such an idea when you already have a great, efficient and mostly unused facility that fits your needs!!!! Parking is sufficient, easy to get to and will hold more than ever attend. Even with a winning team, which we are still waiting for.

And if CSU doesn't utilize Hughes Stadium to it's full potential why would you want the community to believe the new stadium would be put to better use. It just doesn't make good sense when all the private money could be put to better use by educating students and giving them an opportunity to the academic side of CSU. Oh, football is more important????

Please think about what impact this will have on the community as a whole. Not everyone that lives in FTC should have to foot the bill of a few peoples "dream". DO NOT BUILD A NEW STADIUM!!

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 29, 2013 11:37 AM
To: Macan, Aaron D
Subject: RE: Proposed On-Campus Football Stadium

Good morning, Mr. Macan:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Macan, Aaron D [<mailto:Aaron.MacAn@covidien.com>]
Sent: Monday, April 29, 2013 8:39 AM
To: CSUS Board
Subject: Proposed On-Campus Football Stadium

Dear Board of Directors;

I graduated from CSU in 1995 with a BS in Mechanical Engineering and have been a football season ticket holder for over 10 years. I wanted to write to you to let you know that I support the proposed on-campus football stadium. Unfortunately, I am not able to attend your meeting in Fort Collins this week due to work obligations.

Thank you,

Aaron Macan
Sr. Systems and V&V Engineer
Respiratory & Monitoring Solutions

Covidien
6135 Gunbarrel Avenue
Boulder, CO 80301
USA

(303) 305-2384 (Office)
(303) 681-7921 (Cell)
(303) 305-2866 (Fax)

aaron.macan@covidien.com



www.covidien.com

This information may be confidential and/or privileged. Use of this information by anyone other than the intended recipient is prohibited. If you receive this in error, please inform the sender and remove any record of this message.

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 29, 2013 11:36 AM
To: Joann Janes
Subject: RE: The STOP THE STADIUM May 3rd Meeting

Good morning, Ms. Janes:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Joann Janes [<mailto:joann.americanclass@gmail.com>]
Sent: Sunday, April 28, 2013 11:15 PM
To: CSUS Board
Subject: The STOP THE STADIUM May 3rd Meeting

Hello! I spotted the ad for this upcoming meeting regarding the new stadium. I plan to attend personally, as our daughter is currently a freshman there, and our son will be a student in a couple of years. My husband and I have plenty to say about this issue!

However, that is not why I am writing. I wondered if you would like to purchase an ad in our paper too, to promote this event. We have a huge Northern CO distribution area, with the bulk of our deliveries being right here in FC and surrounding areas. However, folks all over the state have children who attend CSU, and may just be interested in this meeting. My daughter's dorm mate is from Littleton, for instance, and her parents are livid about the new stadium. Littleton gets our paper! Our paper circulates from Cheyenne down to Denver and everything in between and off to the sides.

Our paper comes out every Thursday, so we could get your ad in our upcoming May 1st issue. I know it may seem not worthwhile, since the ad will only be in the paper for one day...the Thursday morning that we hit the stands is our most popular time that we are picked up and read. We usually have to re-deliver Friday mornings to many places. So your info would get read on our most popularly read day. We are also online Wed. nights, so a bit of extra time for exposure that way.

We have a 3x3 on special which might interest you. I have attached it here, along with our normal rate card so you can see our distribution map. If you have just a moment, let me know your thoughts. I am happy to chat on the phone, or feel free to email me back. Thank you!

Respectfully,

Joann Janes

American Classifieds of Northern Colorado

(970) 493-2560 (Office)

(800) 493-2560 (Toll Free)

(970) 690-3502 (Cell)

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 29, 2013 11:33 AM
To: Kate Elliott
Subject: RE: Stop The New Stadium

Good morning, Ms. Elliott:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Kate Elliott [<mailto:k8aelliott@gmail.com>]
Sent: Saturday, April 27, 2013 12:43 PM
To: CSUS Board
Subject: Stop The New Stadium

Hello,

I am unable to attend the meeting on Friday, May 3 so I am emailing to express my support in saving Hughes Stadium. It is ridiculous to build a new stadium when we have a stadium in what I consider to be a perfect place already. Building a stadium on campus will create an enormous cluster cuss of a mess with traffic!!!!!! Not to mention noise in the surrounding campus neighborhoods. What are they thinking? It is also a huge waste of money that needs to be spent in other important areas in Fort Collins (our new transit system and it's corridor, the mall renewal).

I vote for making updates to Hughes Stadium.

Thanks,
Kate Elliott

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 30, 2013 9:44 AM
To: Hostetler, Glen
Subject: RE: New Stadium

Mr. Hostetler:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Hostetler, Glen [<mailto:glen.hostetler@sap.com>]
Sent: Tuesday, April 30, 2013 8:26 AM
To: CSUS Board
Subject: New Stadium

Dear members of the CSU Board of Governors –

I am writing this email in support of the new stadium project currently in the fundraising phase. I am unable to attend the meeting on Friday morning as my job prevents this, but I wanted my opinion to be heard. In the world of college athletics, especially given the changing landscape and the growing divide between the “haves” and “have nots”, facilities are key. I am a big user of twitter, and in picking up comments from recruits, it’s readily evident that the two biggest factors that sell recruits on universities once they visit campus are the coaching staff and the overall facilities. CSU already has one of those taken care of in Coach McElwain, and some of the other in the indoor practice facility. The component that is missing is the stadium. Having to drive recruits out to a stadium that is 15 minutes away from campus to see where they would play their games during their time at CSU is a drawback. It seems like it creates a feeling of separation between CSU/campus life and the football program. Moving to an on-campus stadium closes this separation.

In addition, from a fan perspective and general student perspective, having an on-campus stadium would bring me more in touch with my university. As I drive up from southeast Aurora for each home game (haven’t missed one since I began attending CSU in 1988), it would allow me to share more of my experiences from college with my children, showing them the buildings I frequented, the places I lived on campus, the different things the campus has to offer, which would garner more interest from them in attending CSU. It would make campus the focal point of the city on game days, not an afterthought or someplace that never is visited because it’s so far out of the way from the normal gameday routine. CSU has a beautiful campus, putting it on display 6 or 7 times a year for those who might otherwise never visit it can only help the fortunes of the university. I know when my family and I attend basketball games, we always take a

little time to see campus. However, weather tends to be too cold or dark to actually take a lot of it in. Seeing campus with the fall colors on display, in particular the Oval is something I know my family would greatly enjoy.

From an athletics perspective, improving the fortunes of the program that seems to drive all other programs and the budget as a whole, seems like a no-brainer. Whether I think that football should have as big a role in determining the placement of the university on the national map from a general awareness perspective is not important. Like it or not, that simply will not change, because the public in general sees no reason for it to change. While the primary focus of the university is and always should be academics, right or wrong, the face of universities today seems to be tied in more and more to athletic success, in particular football. Improving recruiting, improving the program as a whole, can be tied to improving facilities under the assumption that the people put in charge of that program are the correct people. I believe we have the correct people, now we need the facilities to help them succeed.

Being a football season ticket holder for 20 years and a donor to the university in various forms over the years, for me to be in support of the stadium is probably a little obvious. However, I know from my job experience there is one immutable fact that pertains to pretty much anything; you're either moving forward or you're being left behind.

CSU needs to continue moving forward and building this facility will assist in accomplishing that.

Thank you for your time and service to CSU.

Regards,

Glen M. Hostetler
Senior Education Consultant
SAP Certified Application Associate - SAP Ariba 7.0 Administrator
Certified ASE v 15.0 Administrator Associate
Certified ASE v 15.0 SQL Developer Professional
PowerDesigner Data Modeling Professional Version 15.1
SAP Education
Aurora, CO

"Do not let what you cannot do interfere with what you can do" – John Wooden

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 30, 2013 9:43 AM
To: David Sahimi
Subject: RE: On Campus Stadium

Mr. Sahimi:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: David Sahimi [<mailto:david.sahimi@gmail.com>]
Sent: Tuesday, April 30, 2013 8:17 AM
To: CSUS Board
Subject: On Campus Stadium

Members of the Colorado State University Board of Governors,

My name is David Sahimi and I am a Colorado State alum, Ram Club member, and season ticket holder for multiple sports. I wanted to write you as I will not be able to attend the BOG meeting this week, but I wanted to express my opinion on the proposed on campus stadium.

I grew up in San Diego, CA. I was looking for a college to go to and knew that I wanted to go out of state somewhere but had no clue where I wanted to go. Knowing you want to leave state but not knowing where to start looking is a tough task for a young man. Right or wrong, I started looking into schools that I was familiar with because of sports. CSU was a mainstay in San Diego during this time as they played in the Holiday Bowl, played SDSU regularly, was always on ESPN etc. Once I started looking into CSU and Fort Collins I instantly fell in love and became an out of state tuition paying student. Since then, I have purchased a house and remained in Fort Collins to this day.

Athletics played a crucial role in opening my eyes to this great University. An on campus stadium is something we desperately need. I live in Fort Collins yet the only time I ever get to campus is for basketball games. I would love to walk through the campus, tailgating in different areas, showing my children all the memories I have of this fine institution. As an alumni base CSU has a terrible problem of keeping alumni connected with the university. It seems once people graduate they just kind of forget about CSU. Let's give alumni a reason to come back to campus and stay connected and let's give future students a reason to look into CSU.

A new stadium is not the end all problem solver but it will do amazing things for our university. We have the people in place at Colorado State, now it's time for the facilities to match.

Thank you for keeping CSU's best interest at heart and for doing all you do for our university.

Sincerely,

David Sahimi

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 30, 2013 11:27 AM
To: Brown, Dave
Subject: RE: Hello

Good morning, Mr. Brown:

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

Thank you for your interest in Colorado State University and the CSU System.

Sincerely,

Sharon Teufel

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

From: Brown, Dave [<mailto:daveb@amgen.com>]
Sent: Tuesday, April 30, 2013 10:43 AM
To: CSUS Board
Subject: Hello

I cannot attend the upcoming meeting but want to stress my continued support for an on-campus football stadium. This is definitely the direction CSU should move in IMO for reasons already discussed during the decision to proceed with fundraising.

Thanks

Dave Brown – Alumni (1990)

Teufel, Sharon

From: Tom Linnell <at.linnell@gmail.com>
Sent: Thursday, April 25, 2013 2:00 PM
To: CSUS Board
Subject: Re: Meet with the SOSHughes group?

Sharon,

Thank you very much for explaining the options. We do plan on speaking during the public comment section of the Board meeting.

Tom

On 4/25/13, CSUS Board <csus_board@mail.colostate.edu> wrote:

> Good morning, Mr. Linnell:

>

> I am responding on behalf of Chair Zimlich to your request for a meeting.

> It is the policy of the Board that members do not meet individually

> with the public or representatives of any organization. Therefore

> Chair Zimlich respectfully declines the offer to meet with you and other SOSH

> representatives. If you have written information you would like to present

> to the Board, you can send a sufficient number of copies for each

> Board member to me for distribution. Also, if you wish to make an

> oral presentation to the Board, you may sign up for the Public Comment

> segment of the regularly scheduled Board meetings.

>

> Thank you for your continuing interest in Colorado State University.

>

> Sincerely,

>

> Sharon Teufel

> Office of the Board of Governors

> Colorado State University System

> 410 17th Street, Ste. 2440

> Denver, CO 80202

> 303-534-6290

>

> Notice: This email (including attachments) is protected by the

> Electronic Communications Privacy Act, 18 USC 2510-25221. It is

> confidential and may be legally privileged. If you are not the

> intended recipient, you are hereby notified that any retention,

> dissemination, distribution, or copying of this communication is strictly prohibited.

>

> -----Original Message-----

> From: Tom Linnell [<mailto:at.linnell@gmail.com>]

> Sent: Thursday, April 18, 2013 11:22 AM

> To: CSUS Board

> Subject: Meet with the SOSHughes group?

>

> Chairman Joe Zimlich,

> May I respectfully request a meeting over coffee between you as the

> Chair of the Board of Governors of CSU and a small number of members

> of the Save Our Stadium-Hughes group? I believe that we have gathered

- > significant information bearing on the plan to build an on-campus
- > stadium at Fort Collins, and that a meeting would help to assure that
- > the information is in your hands and available for your deliberations.
- > Thank you.
- > Tom Linnell
- >

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 30, 2013 9:22 AM
To: Tom Linnell
Subject: RE: Policy

Good morning, Mr. Linnell:

For numerous years the Board of Governors has practiced the unwritten policy of receiving information from the public and communicating to the public as a unified body. Therefore Board members refrain from meeting individually with the public or organizations who wish to communicate matters of concern to the Board. Currently there is not a written policy addressing this subject.

As you know, you can submit written information to the Board of Governors Office and the CSUS Chancellor for distribution to all Board members. Further, organizations and members of the public can communicate their views on issues affecting the CSU System during the public comment session of every regularly scheduled Board meeting. This allows each Board member to hear the information presented firsthand.

Thank you for your continuing interest in Colorado State University and the CSU System.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: Tom Linnell [<mailto:at.linnell@gmail.com>]
Sent: Thursday, April 25, 2013 2:17 PM
To: CSUS Board
Subject: Policy

Dear Sharon,

My local City Council representative expresses surprise at the policy against meeting with individuals or representatives of organizations that you cited in your recent email to me. I wonder if you might be able to forward a copy of the policy as it is written?

Thaks.

Tom

Teufel, Sharon

From: Tom Linnell <at.linnell@gmail.com>
Sent: Tuesday, April 30, 2013 6:39 PM
To: CSUS Board
Subject: Re: Policy

Sharon,

Thank you for clarifying the policy. I appreciate your timely reply.
Tom

On 4/30/13, CSUS Board <csus_board@mail.colostate.edu> wrote:

> Good morning, Mr. Linnell:

>

> For numerous years the Board of Governors has practiced the unwritten
> policy of receiving information from the public and communicating to
> the public as a unified body. Therefore Board members refrain from
> meeting individually with the public or organizations who wish to
> communicate matters of concern to the Board. Currently there is not a
> written policy addressing this subject.

>

> As you know, you can submit written information to the Board of
> Governors Office and the CSUS Chancellor for distribution to all Board members.
> Further, organizations and members of the public can communicate their
> views on issues affecting the CSU System during the public comment
> session of every regularly scheduled Board meeting. This allows each
> Board member to hear the information presented firsthand.

>

> Thank you for your continuing interest in Colorado State University
> and the CSU System.

>

> Sincerely,

>

> Sharon Teufel

>

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

>

> -----Original Message-----

> From: Tom Linnell [<mailto:at.linnell@gmail.com>]

> Sent: Thursday, April 25, 2013 2:17 PM

> To: CSUS Board

> Subject: Policy

>

> Dear Sharon,

> My local City Council representative expresses surprise at the
> policy against meeting with individuals or representatives of
> organizations that you cited in your recent email to me. I wonder if
> you might be able to forward a copy of the policy as it is written?

> Thaks.
> Tom
>

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:48 AM
To: RICHARD L MORTON
Subject: RE: Hughes Stadium

Good morning, Mr. and Mrs. Morton:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: RICHARD L MORTON [<mailto:janmarmor@msn.com>]
Sent: Tuesday, April 30, 2013 5:05 PM
To: CSUS Board
Subject: Hughes Stadium

To the State Board-

We are writing in an attempt to encourage you to check into the renew Hughes/build an on-campus stadium issue for yourselves. We feel that the feasibility committee and Tony Frank have had their minds made up from the beginning and they have not been open and "transparent" as they claim. Come to Fort Collins on a typical school day and drive by the intended sight and form your own opinion about whether or not congestion, parking, noise, etc. will be a problem.

First of all, the feasibility committee was hand picked; people who they felt would work toward the goal that they had set - building the stadium. When one of the committee members saw how things were being run, he resigned because he felt that they weren't being above board. Then they made promises that they have since broken. Originally they said 1. green space would not be used for the stadium 2. the total cost would be through private donations and 3. they would allow the community and neighborhoods to have viable input. 1. What could be more "green" than the PERC gardens? Graduate students have their research projects planted there and it would invalidate all of their research to move. 2. Now they are saying they only need to raise half of the total cost before they start construction and the amount they settled on is not in actuality even half of what the actual cost will be. 3. The response from the community and neighborhood has been overwhelmingly negative, but they have not eased those concerns satisfactorily.

Another thing that concerns us is that Jack Graham was hired as an Athletic Director (and his salary is substantially more than the previous AD's), yet he had no athletic director experience. And now they have hired

an assistant AD (at a nice salary) to do his job so he can spend his time fund-raising for the stadium! Does that not give you the impression that he was hired for one purpose - to see that a new stadium gets built?

Thank you for your consideration of this issue again.

Janet and Richard Morton

janmarmor@msn.com

2400 Merino Court

Fort Collins, CO 80526

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:49 AM
To: gmckenzie@friu.com
Subject: RE: CSU stadium

Good morning, Ms. McKenzie:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: gmckenzie@friu.com [mailto:gmckenzie@friu.com]
Sent: Tuesday, April 30, 2013 6:15 PM
To: CSUS Board
Subject: CSU stadium

Dear Board Members:

I am opposed to an on-campus stadium for the following reasons:

1. CSU is a Land Grant College. Diverting monies and focus to this behemoth goes against the grain of this mission.
2. Parking will be a VERY big issue. I live 1.5 miles east of the proposed site and expect to have problems.
3. This site will negatively impact on-going agricultural experiments (see #1).
4. Hughes Stadium offers a unique site, parking, and much better traffic flow from the city.
5. The land for this structure (apart from the agricultural site) will be needed for classrooms, faculty offices, and student housing.
6. The majority of Fort Collins residents oppose this structure for the above reasons.

Please take time to observe the height of the First National Bank Building downtown. This is the height of the proposed structure. Also, as designed it will be open to the North. Bad idea!

Please DO NOT support this unnecessary, too expensive blight on our beautiful campus.

Thank you.

Sincerely,

Gail McKenzie
CSU graduate
Retired CSU employee
Parent of 3 CSU graduates

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:49 AM
To: Mike Reeves
Subject: RE: Hughes stadium

Good morning, Mr. Reeves:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: Mike Reeves [<mailto:mike@fishmkt.com>]
Sent: Wednesday, May 01, 2013 7:12 AM
To: CSUS Board
Subject: Hughes stadium

Hello,

I have never been asked for my opinion concerning an on campus stadium, and I think it should be put to a city wide vote.

I am opposed to an on campus stadium.

Thanks,

Mike Reeves
Chef-Owner, Fish Restaurant
Dive 41, Quartermaster
Larimer County Dive Rescue Team
9702132525 (c)
9702241188 (w)
Sent from my iPhone

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:50 AM
To: Nick Roseveare
Subject: RE: On-campus stadium

Good morning, Mr. Roseveare:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: nickofish@gmail.com [<mailto:nickofish@gmail.com>] **On Behalf Of** Nick Roseveare
Sent: Wednesday, May 01, 2013 7:55 AM
To: CSUS Board
Subject: On-campus stadium

Dera CSU Board of Governors,

I am writing this letter to petition that you please consider revitalizing Hughes stadium instead of constructing a new, on-campus stadium.

I respectfully oppose the main-campus stadium at CSU for the following reasons:

- **Parking:** to take all of the attendees to a typical CSU game and ask them to park around the neighborhoods with very little on campus parking.
- **Disruption:** I am not currently living in Fort Collins, but if I were anywhere near campus, I would be bothered by increased traffic and noise. Having the CSU games away from campus provided a more self-contained environment where people excited about their beer could cause fewer issues with the nearby residents.
- **Location:** Hughes stadium is already nestled in the foothills, what better way to say "we're Coloradao" than having that kind of location.
- **Competition:** if the move to build this stadium is being endorsed because there are some who would have CSU compete with CU and Folsom stadium, then I think it is a bit silly to ignore the fact that CSU is different than CU, we have many things that CU doesn't, and Hughes stadium is actually one of those things that makes it unique. Rather than attempt to conform, why not embrace what is special and unique about CSU?
- **Environment:** This also changes the simple and natural environment the campus has with lots of beautiful green-space and the mountains in the background...it would be a shame to make something

like a football stadium the center of attention when this is not something for which CSU is known or loved.

- Finances: I endorse a "if isn't broken, don't fix" responsibility with my resources, this seems to be a rather wasteful move given there is a working stadium. Why not invest a small portion of what is to be spent on improving and making Hughes stadium more attractive to potential games-goers.

I hope that the above issues can be addressed sufficiently before moving forward with any hasty monument building.

Yours respectfully,
Nick Roseveare

--

Nick Roseveare, B.S., M.S., CSU; Phd, KSU
<http://www.ece.ksu.edu/~nickrose/>

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:51 AM
To: Chris Marshall
Subject: RE: Boondoggle Stadium

Good morning, Mr. Marshall:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Chris Marshall [<mailto:chris@allpropertyservices.com>]
Sent: Wednesday, May 01, 2013 8:00 AM
To: CSUS Board
Subject: Boondoggle Stadium

When you build a brand new stadium, when you already have one, **that** is not being a green university!

This whole thing stinks, just plain stinks.

It is clear that a small group of individuals decided to build the stadium, and then produced the monkey trial, the stadium advisory committee. Despite the statement that this was a "could and should" determination, it became clear, that this was a "can and will" declaration.

Of course the whole board approved. That seems rather odd. The VAST majority of folks in Fort Collins, students, residents, and professors: are strongly against this profound waste of money.

The math does not work, the "traffic study" was an insult.

The engineer building is unfinished, class size in K-12 is increasing, the state budget is stressed. Yet this waste of money goes forward. The statement that this will only be donated funds and increased revenues, is not creditable.

I wonder what the hidden agenda is for the folks who put this forward? It certainly is not CSU.

I am

Chris Marshall
Alumni and Fort Collins Resident

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:52 AM
To: Cheryl Beckett
Subject: RE: stadium

Good morning, Ms. Beckett:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Cheryl Beckett [<mailto:cherylbeckett@q.com>]
Sent: Wednesday, May 01, 2013 8:04 AM
To: CSUS Board
Subject: stadium

As a CSU alumni and former resident of the area for the proposed stadium, I would like to voice that I feel that the stadium should be left in the current beautiful setting. I think we can do better with the space adjacent to the campus like enterprise areas for people to excel in real life occupations and start up enterprise. Thank you for listening. Cheryl Beckett

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:52 AM
To: Hall, Scott
Subject: RE: Building an On-Campus Stadium

Good morning, Mr. Scott:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Hall, Scott [<mailto:Scott.Hall@heska.com>]
Sent: Wednesday, May 01, 2013 8:11 AM
To: CSUS Board
Subject: Building an On-Campus Stadium

Dear Board of Governors,

Since I won't be able to attend the May 3rd BOG meeting due to work obligations, I would like to take this opportunity to show my support for a new on-campus stadium. I believe this will be a great opportunity to not only improve the athletic department as a whole, but improve alumni donations as well. Having a stadium on campus will allow both present and future alumni the opportunity to become better connected to the university, just by simply going to games.

Having been to several schools that have on-campus stadiums, I have seen first-hand how a stadium located on campus can unite, not only a university, but a community as well. The University of Colorado, Arizona State University and the University of Nebraska are just a few examples of schools with on-campus stadiums where I have attended games. The atmosphere at these venues far exceeds the atmosphere at Hughes Stadium, which sits isolated on the city's western fringe. Because of its location, Hughes Stadium will never be a central gathering point for students, fans and community members. An on-campus stadium can provide this opportunity and much more!

My wife and I are both alumni of Colorado State, and we have a tremendous amount of passion for this university. We have been season ticket holders for 12 straight years for football and men's basketball. Having said this, I strongly urge all of you to continue to support this project. It can be a game changer, not only for athletics, but for the university as a whole.

Best regards,

Scott Hall

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, May 01, 2013 9:53 AM
To: watkinsk88@msn.com
Subject: RE: CSU's New Football Stadium

Good morning, Mr. Watkins:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Keith Watkins [<mailto:watkinsk@q.com>]
Sent: Tuesday, April 30, 2013 8:16 PM
To: Teufel, Sharon
Subject: CSU's New Football Stadium

I am an alumnus of CSU – Fort Collins ('74) writing to urge the BOG to continue its support of Dr. Frank and his efforts to build a new, on campus CSU Football (and other sports!) stadium. I am a member of the CSU Ram Club and contribute to the Athletics Department, the School of Business, and the Alumni Foundation. I am also prepared to contribute to the new on-campus stadium.

Both of my children are also graduates of CSU ('2002 and '2005) and equally support the new stadium, especially given the poor physical condition of Hughes Stadium. A grandfather of my daughter-in-law is a graduate of CSU ('55) but in 2010 stopped attending CSU football games due to its lack of accessibility for elderly and infirm people. The cost to bring Hughes into compliance with the ADA, solve ground settling issues, crumbling concrete, exposed rebar, lack of bathrooms (especially for women), etc., will be huge....and then CSU will face the ongoing maintenance issue of 45 year old stadium.

The new stadium is more about the fans and alums, and getting them reconnected to Colorado State and the campus beyond football and athletics....so the university and its greater missions can continue to grow and thrive. Future funding provided by the CSU alumni base will have to share a greater responsibility of the overall budget to maintain CSU as a top-notch university. The new stadium will help draw these alumni as well as other CSU football (and women's soccer fans!) to the campus, discover how great CSU is, what the campus and academics are about, and ultimately contribute to the various colleges and Alumni Foundation.

It is clear in the future that CSU cannot sustain itself on only state funding and tuition hikes to buttress its academic and capital funding (as Dr. Frank has said). Without a change in the state funding profile, CSU must rethink how to self-sustain and generate revenue beyond research grants and tuition. Doing it through athletics has never been done before at Colorado State but it has been accomplished at other great universities. We are overdue in trying this avenue.

Thank-you and BE BOLD!

Respectfully,
Vernon Keith Watkins
302 April Sun Ct
Woodland Park, CO 80863
719-440-2804

CSUS Board of Governors Correspondence Received 2/12/13 - 4/25/13

<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response Sent</u>
2/12/2012	email	Kelli Curl	Senate Bill 13-33	2/14/2012
2/15/2013	letter	Robert L. Zimdahl	salaries	
2/15/2012	email	Diane Simpson Campbell	Stadium	2/18/2013
2/16/2013	email	Kay Gayton	Stadium	2/18/2013
2/18/2013	email	Tom Linnell	Stadium	2/21/2013
2/19/2013	email	Louis Scharf	Stadium	2/19/2013
2/20/2013	email	Mrs. Owen	Stadium	2/21/2013
2/21/2013	email	Brian and Diana Hale	tuition increase	2/21/2013
2/21/2013	email	Deborah Shulman	Stadium	2/22/2013
2/26/2013	email	Tyler Shannon	support for new stadium	2/26/2013
2/27/2013	email	Dara Buchele-Collins	Stadium	2/28/2013
2/27/2013	email	Bob Vangermeersch	Stadium	2/28/2013
3/11/2013	email	SOSH	Stadium	
3/10/2013	email	Fred Rampey	Stadium	3/13/2013
3/18/2013	email	Scot Bernoudy	Stadium	3/19/2013
3/18/2013	email	Jason DeCorte	Post Graduation Experience	3/19/2013
3/18/2013	letter	Keith Gilmartin	property boundary	
3/20/2013	email	Barbara Liebler	Stadium	3/21/2013
3/27/2013	email	Suzanne Klinzmann	Stadium	3/27/2013
4/5/2013	email	Kami Dozier	Stadium	4/8/2013
4/7/2013	email	Amy Jablonovsky	BOG meeting location	4/8/2013
3/21/2013	email & letter	Congressman Polis	Hemp	4/8/2013
4/10/2013	email	Chris Brady	Stadium	4/11/2013
4/11/2013	email	Tyler Shannon	stadium	4/12/2013
4/12/2013	email	Todd Kelly	CSU-Pueblo President's Gala	4/16/2013
4/11/2013	email	Rick and Julie Seydel	stadium	4/12/2013
4/13/2013	email	Dennis Lacerte	service on Board	4/16/2013
4/14/2013	email	Becky and Ashley Denton	Stadium	4/15/2013
4/16/2013	email	Ann Thayer Libby	Stadium	4/16/2013
4/16/2013	letter	Alan Svetlik	traffic	
4/18/2013	email	Tom Linnell	Stadium	4/25/2013
4/23/2013	email	Joan Williams	Stadium	4/24/2013

Teufel, Sharon

From: Teufel, Sharon
Sent: Thursday, February 14, 2013 3:35 PM
To: Kelli Curl
Subject: RE: Senate Bill 13-33

Good afternoon,

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding the issue of Senate Bill 13-33. Your correspondence will be shared with the Board of Governors.

Sincerely,

Sharon Teufel

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202

303-534-6290 (main)
303-376-2627 (direct)

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: Kelli Curl [<mailto:kcurl@rams.colostate.edu>]
Sent: Tuesday, February 12, 2013 1:00 PM
To: Teufel, Sharon
Subject: Senate Bill 13-33

Colorado State University Board of Governors,

My name is Kelli Curl and I am a graduating out-of-state undergraduate student. I am extremely appalled at your recent decision to support senate bill 13-33. I grew up in Houston, a place I despise above all others, and left immediately to come to CSU for school upon my high school graduation. I have been paying more than double the tuition of in-state students because I am not originally from Colorado. I understand why I have had to pay a higher tuition these last 4 years. I never lived or worked in Colorado before fall of 2009, neither did my parents. We didn't pay the taxes that help support this university, therefore I pay more to come here for school. However, I am at least a citizen of the United States. My parents and I have at least paid taxes somewhere in this country. How do you then justify giving in-state tuition to illegals (and they are illegal if they are in this country illegally) over students who are at least U.S. citizens even if they are not Colorado citizens? I have always been very proud to be a CSU Ram but I am no longer after hearing of this decision.

Sincerely,
Kelli Curl

P.S. I apologize if there is a more appropriate email I should have used.

February 11, 2013

1010 East County Road 68
Fort Collins, CO 80524

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

Dear Dr Martin,

This is a letter of comment and complaint.

First, a bit about myself. I am Professor Emeritus after 37 years at CSU in the Department of Bioagricultural Sciences and Pest Management in the College of Agricultural Sciences. I retired in 2005. I often claim that I never worked at CSU because it was a pleasure to go to my office and lab every day, to teach, do research and write (13 books).

Second, my son Robert O. Zimdahl has been a CSU custodian since 1998. His salary and Dr. Frank's salary are the reason for this letter. Tony's Presidential tenure has been outstanding in all respects. Please do not interpret my comments as a complaint about him or his work. I do not agree with all of his decisions, but I am sure you know, as he does, that when one must make difficult decisions not everyone will agree.

Recently the Fort Collins Coloradoan reported that Dr. Franks's salary was increasing from \$392,000 to \$450,000 per year. During the 1870 dinner you commented on your role in negotiating his new salary and his promise to stay at CSU. His salary increase was 14.8% with a guarantee of an additional \$25,000 per year (5.5%). The salary is, I am sure, commensurate with Presidents of comparable universities.

My son's 2012 salary was \$21,887.45. From 2004 to 2012 his salary increased 18.0% - an average of 2.0% per year. During the same period the US consumer price index increased 21.5%.

I advert that if everyone in the CSU administration building did not come to work for two weeks, a few people would notice. But if the custodial staff and other low-paid support staff (e.g., food service) did not come to work for two days, everyone would notice. Thus, my comment/complaint is not about Tony Frank's salary. It is about the disparity between it, my son's salary and that of others who serve our university and struggle to live in Fort Collins. A counter argument may be that the salary of State Classified employees is determined by the State not by the University. If that is true, it does not justify the disparity. The State and the University have a moral obligation to help the least among us.

I look forward to your comments and to learning if CSU has a plan to increase the income of its low-paid, essential employees.

Sincerely,



Robert L. Zimdahl

Copy to: J. Zimlich ✓
A. Frank

Teufel, Sharon

From: CSUS Board
Sent: Monday, February 18, 2013 8:15 AM
To: Diane Campbell
Subject: RE: The proposed CSU stadium

Ms. Campbell,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290 (main)

-----Original Message-----

From: Diane Campbell [<mailto:dianecampbell@friu.com>]
Sent: Friday, February 15, 2013 9:05 PM
To: CSUS Board
Subject: The proposed CSU stadium

Dear CSU Board of Governors,

I'm a second generation CSU Alum, a Fort Collins property owner, and have two children who are CSU graduates. I'm writing to voice my serious concern over the proposed CSU Stadium venture. While this may seem like an 'attractive' option, I'm seriously concerned about the impact on the surrounding properties plus the financial impact on not only CSU, on Fort Collins and on the State of Colorado.

I'm concerned that the opinion of some people that an on-campus stadium would be a good thing, is overlooking the feasibility and long-term fiscal impact on many concerned citizens and alums, not to mention the larger communities. I cannot justify or support even the remotest thought of this proposal, when the grand nature of a stadium move takes precedence over increased funding for academic ventures.

I was just about to finally contribute as an alum, and will withhold any action to do so until I see if you will be taking a sensible route to instead renew Hughes Stadium and save taxpayers a financial nightmare.

As a governing body, it seems more prudent to funnel any discretionary funds into increasing the academics and readying our future workforce to compete in the working world so they can become contributing taxpayers.

Thank you for your consideration of my comments.

Respectfully,

Diane Simpson Campbell, CSU 1975
1601 Preston Trail
Fort Collins, CO 80525

Teufel, Sharon

From: Teufel, Sharon
Sent: Monday, February 18, 2013 8:13 AM
To: KAY Gayton
Subject: RE: Football Stadium

Ms. Gayton,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290 (main)

-----Original Message-----

From: KAY Gayton [<mailto:kaygayton@gmail.com>]
Sent: Saturday, February 16, 2013 1:37 PM
To: Teufel, Sharon
Subject: Football Stadium

To Ms. Teufel,

Knowing what we now know about football injuries to the brain, it is irresponsible to encourage any child to play football. Many people even believe it is a form of child abuse. It is a dying sport...a throwback to the age of the gladiators. Therefore it makes no sense what so ever to build a new football stadium. Of course the CSU Board of Governors know this and it is the reason a new football stadium will not be build. Let football die the death it deserves.

Regards, Kay Gayton

Teufel,Sharon

From: CSUS Board
Sent: Thursday, February 21, 2013 10:16 AM
To: 'Tom Linnell'
Subject: RE: May meeting

Good morning, Mr. Linnell,

At the end of 2012, Sheila Trice Bell left the CSU System to pursue other endeavors so I am responding to your email.

The May Board meeting will be held in the Lory Student Center since the Grey Rock room is not impacted by the renovation. The agenda will be posted online at least 24 hours before the meeting and the Board may be addressed during the time allotted for Public Comment.

At the October 2012 meeting, the CSU System Board of Governors approved President Frank's recommendation to move ahead with a fundraising campaign for a new stadium. At the May meeting, President Frank may provide an update on the stadium financing plan. However, it is not anticipated that the new stadium proposal will be a specific agenda item at this meeting. Public input continues to be welcomed by the Board and every effort will be made to ensure that all points of view are considered. At the appropriate time, the Board will consider the financing plan in more detail and the amount of time allotted for Public Comment will be expanded accordingly. Therefore, there will be no additional time permitted for Save Out Stadium-Hughes at the May meeting.

Sincerely,

Sharon Teufel

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290 (main)

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

-----Original Message-----

From: Tom Linnell [<mailto:at.linnell@gmail.com>]
Sent: Monday, February 18, 2013 6:22 PM
To: CSUS Board
Subject: May meeting

Sheila,

I wonder what you can tell me about the location and agenda for the Board of Governors meeting that is scheduled to occur in May. Three questions:

1. With Lory Student Center under renovation, will the meeting still be held there?
2. Where will the public comment section be placed in the agenda?

3. Is it possible for our advocacy group, Save Our Stadium-Hughes, to take a place on the agenda for 45 minutes, apart from the public comment opportunity?

Thank you for any help you can give me with these questions.

Tom Linnell

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, February 19, 2013 10:57 AM
To: Scharf, Louis (EID)
Subject: RE: Main Campus Stadium

Mr. Scharf,

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

Thank you for your continuing interest in Colorado State University.

Sincerely,

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290 (main)

-----Original Message-----

From: Louis Scharf [<mailto:Louis.Scharf@ColoState.edu>]
Sent: Tuesday, February 19, 2013 9:26 AM
To: CSUS Board; Frank, Tony; 'Louis Scharf'
Subject: Main Campus Stadium

Joe Zimlich, President
BOG, Colorado State University System

Mr. Zimlich:

I want to thank you for the opportunity the BOG has given me to speak to you on two occasions, the last at the Oct. 4, 2012, meeting of the Board in Fort Collins.

Since the Oct. 4 meeting I have spent quite some time analyzing the proposed Main Campus Stadium. My analysis is summarized in the attached slides. One set is comprehensive, and the other is a summary. My hope is that you will distribute these materials to your Board. If either you or the Board would find it useful to meet for a review of these materials, then I am at your disposal.

As a courtesy, I am ccing President Frank on this email, as he has received only the comprehensive set of slides, and not the summary.

Thank you in advance for your attention to this matter.

Louis Scharf
Research Professor of Mathematics
Professor Emeritus of Electrical and Computer Engineering

Main Campus Stadium Issues

Louis Scharf

Research Prof of Mathematics
Prof Emeritus of Electrical and Computer Engineering
Colorado State University

Feb, 2013

1

Preamble

- 1 We love College sports and have great respect for the fine young men and women who represent CSU on their fields of play.
- 2 We are long-time benefactors of CSU Academics and Athletics.
- 3 We take pride in CSU's historical balance of academics and athletics.
- 4 And, yes, we applaud the President's and AD's commitment to excellence and integrity in CSU athletics. Get Your Green On!

2

Claims of Benefit

- 1 An on-campus stadium will bring CSU academics the national stature it deserves, elevating CSU to top-of-mind status.
- 2 "We're not looking for excess, but we're looking for quality."
- 3 This Stadium will help to attract 5,000 new out-of-state students, and to protect CSU against declining State Appropriations.
- 4 This Stadium will bring the Community together. It will encourage commerce.
- 5 This Stadium embraces CSU and its Aspirations as a University.

Each of these claims by the AD and SAC is documented. None has been examined, and President Frank acknowledges that they cannot be defended with data or the results of any study. Many studies refute these claims.

3

Pres. Frank's Assurances

Let's examine Pres. Frank's four hard constraints on the SAC's investigation of a stadium project [The Coloradoan, Feb 24, 2012]:

- 1 CSU won't consider putting the stadium on existing open green spaces, including the intramural fields.
- 2 CSU won't consider putting the stadium in front of significant existing view sheds, so as to protect views of the mountains.
- 3 All recommendations from the advisory committee must take into serious account any impact on neighbors in areas adjacent to or near a new stadium.
- 4 State appropriations, tuition, fees, or taxes will not be considered as funding sources for a stadium project

4

Assurances # 1 and #2: Green Spaces and View Sheds

- 1 The main campus stadium is sited on top of the Plant Environmental Research Center (PERC), arguably an open green space.
- 2 The footprint of this on-campus stadium is approximately 12 acres, which compares with the 9 acre footprint of the Oval. The stadium rises to 125 feet on its mountain side, much higher than any of the elm trees on the oval, and it occludes a mountain view.
- 3 The footprint of the stadium complex is on the order of 15 acres. Wouldn't this space be better used for academic buildings to educate CSU's burgeoning student population?

5

Assurance # 3: Impact on neighbors.

- 1 Costs to health, safety, quality of life, and property values for neighbors make the cost of the proposed stadium prohibitive.
- 2 The cost of street and utility modifications to mitigate, but not solve, the problems of a main campus stadium will far exceed the current estimate of \$2.5M.¹
- 3 Two meetings with neighbors² revealed that recommendations from the advisory committee had taken no serious account of any impact on neighbors in areas adjacent to or near the main campus stadium.

¹See http://cooe.colorstate.edu/1009/stadium/stadium_05_30_2012_trimmed.wmv, at the 2:07 min mark.

²Thursday, July 26, 2012, and again one week later, representatives of CSU, Populus, and ICON, and their consultants, met neighbors of the proposed main campus stadium at Plymouth Congregational Church on Prospect. Unanimous opposition to the proposed main campus stadium was recorded.

6

Assurance # 4: Tuition, Fees, State Appropriations, and Taxes

- These are precisely the sources that seed the General Fund at CSU and taxes are what seed the City, County, and State Treasuries.
- Stadium bonds could not even be underwritten and sold to the market without the backing of state appropriations, tuition, fees, and taxes, collected by CSU. This brings these sources into consideration.
- Our economic analysis indicates that these sources would likely be tapped for the principal and interest payments on a stadium bond.

Pres. Frank's admission to the public, and to the BOG on Oct 4, 2012, that the General Fund would be used to make interest and principal payments on issued bonds if the monetized stadium does not produce its projected income, violates this assurance.

7

Assurance # 4: Tuition, Fees, State Appropriations, and Taxes, cont'd

- To put a finer point on this assurance, are we assured that no state appropriations, tuition, fees, or taxes will be used directly or indirectly to fund
- The demolition of buildings and re-location of existing facilities, including the decommissioning of Hughes.
 - The Alumni Center, the pedestrian walkway, etc. conceptualized in architectural drawings but not accounted for in the \$246M price-tag for the new Stadium.
 - Street improvements and game-day traffic and security by the City of Ft. Collins.
 - Continuing and deferred maintenance on the Stadium.
- If not, then assurances about state appropriations, tuition, fees, and taxes have no meaning.

8

Money and Banking

- What began as a \$100,000,000 stadium, built with private donations, has become a \$300,000,000 stadium.
- financed half by private donations and half by a \$150,000,000 bond, issued by a public institution (CSU).
 - and retired at a cost of more than \$12,000,000 per year from a monetized stadium.
 - In 20 years we will be looking for another \$120M to pay for deferred maintenance on the stadium. In 50 years, deferred maintenance will be \$300,000,000! (2% per year on a \$300M facility for 20 years)

This is a commitment to a future of massive outlays for debt, maintenance, and management. Add in bonds for accelerated construction of new parking garages to reduce CSU's head-room to borrow for academic projects. Call this an opportunity cost.

9

Assurance # 4: Tuition, Fees, State Appropriations, and Taxes

- These are precisely the sources that seed the General Fund at CSU and taxes are what seed the City, County, and State Treasuries.
- Stadium bonds could not even be underwritten and sold to the market without the backing of state appropriations, tuition, fees, and taxes, collected by CSU. This brings these sources into consideration.
- Our economic analysis indicates that these sources would likely be tapped for the principal and interest payments on a stadium bond.

Pres. Frank's admission to the public, and to the BOG on Oct 4, 2012, that the General Fund would be used to make interest and principal payments on issued bonds if the monetized stadium does not produce its projected income, violates this assurance.

7

Money and Banking, cont'd

Let's determine the annual net revenue required to balance the books for a main campus stadium, using NPV analysis at $r = 4.4\%$ APR.

- NPV of \$150M bond = (\$150,000,000)
- NPV of 2% sinking on \$300M facility for 20 years = (\$78,728,300)
- NPV of net annual revenue \$17,432M for 20 years = \$228,728,300

New net annual revenue attributable to the main campus stadium must be \$17,432,000. If new expenses scale with new revenues, say at a factor of one-half, then new expenses will be about \$9,000,000 per year. So new annual revenues must be about \$26,000,000. This new money must come from CSUF, Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC, which currently generate \$15,175,000 per year. Add new annual revenues to current annual revenues from these sources to arrive at total annual revenue of approximately \$41,000,000. (Remember, no new state appropriations, tuition, fees, or taxes.)

10

Money and Banking, cont'd

This is more than 2.7 times what these sources currently generate. If the actual new revenue were 1.6 times the current revenue, then the shortfall would be \$16M per year. How would it be covered? State appropriations, tuition, fees, and taxes.

There are assumptions here. So, "What would interest rates have to be, and how would new expenses have to scale with new revenues, for the required new revenues from CSUF, Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC to just equal current revenues from these sources, for a doubling (100% increase) in revenues? The answer is that interest rates would have to be 2% and new expenses would have to scale by only one-eighth of new revenues.

Even at unreasonably low interest rates and expense assumptions, the new stadium would have to double current income from CSUF, Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC.

11

Money and Banking, cont'd

Value at Risk. The principle of Value at Risk permits us to answer the question, "What is the chance that this stadium project will pose a cost in state appropriations, tuition, fees, and taxes?"

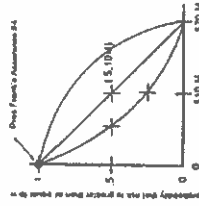


Figure 1: Value at Risk

A key result is that, with bonding of a monetized stadium, it is impossible for Assurance #4 to be honored.

12

Money and Banking, cont'd

The conclusions seem inescapable:

- ① The Main Campus Stadium has such dubious benefit for the academic community that any suggestion to use state appropriations, tuition, fees, and taxes as funding sources would have sunk the concept. So it was said they would not be considered. The irony is that they are being considered, to be used if revenues from the main campus stadium do not meet borrowing, sinking fund, and related expenses.
- ② The President and BOG are running a risk to these funding sources, in exchange for top-of-mind status, and the game day experience. And they are running this risk when they assured us they would not, just as we and they are facing dramatic economic and structural changes in public higher education.

This does not seem like prudent risk management.

13

Public and Campus Concerns

- ③ Students. This is not a stadium for students. Student priorities are academics and career opportunities, increased financial aid, and intramural sports. Sixty-seven percent find world-class athletics to be unimportant. [Jan 2012 ASCSU Task Force Survey].
- ④ Parents. This is not a stadium for parents. Seventy-two percent say Division I sports, "... (has) too much influence over college life." And 40% say they would actually discourage their child from choosing a Division I institution that "... places a strong emphasis on sports." [2011 Widmeyer Communications Survey].
- ⑤ Alumni Giving. "... if the net overall effect of athletic success on alumni giving is positive, it must be small... individual differences in motivation explain ... the variance in beliefs about the links between athletic success and other outcomes." [Robert Frank, Knight Commission on Athletics: Challenging the Myth, 2004].

14

Public and Campus Concerns, cont'd

- ⑥ General Fund. In any given year, not more than 1/5 of 125 Division I athletics programs in the Football Bowl Subdivision (FBS) balance their budget. And of the ones who do, the average stadium size is approximately 80,000 and the average athletics budget is approximately \$80,000,000.
- ⑦ Academics. There is no measurable impact of successful football programs on quality of admitted or entering students. [Toma and Cross, University of Michigan].
- ⑧ Neighbors. No attempt has been made to measure and mitigate the impact of a main campus stadium on the health, safety, quality of life, and property values of neighbors.

15

Public and Campus Concerns, cont'd

There is anecdotal evidence for and against a positive economic impact, but little analytical evidence to support the contention that a main campus stadium would have a positive effect on Ft. Collins commerce. But,

"... independent work on the economic impact of stadiums and arenas has uniformly found that there is no statistically significant positive correlation between sports facilities and economic development."³

There is much more to be found on the question of stadiums and economics in the writings of Zimbalist and his co-authors.^{4 5}

³Stegfried, J. and Zimbalist, A., The economics of sports facilities and their communities. *J. Economic Perspectives*, 14(3), pp 95-114 (2000).

⁴Zimbalist, A., The economics of stadiums, teams, and cities. *Policy Studies Review*, 15(1), pp 17-29 (1998).

⁵Noll, R. and Zimbalist, A., The economic impact of sports teams and facilities. In R. Noll and A. Zimbalist (Eds). *Sports, jobs, and taxes: the economic impact of sports teams and facilities*, Brookings Institution Press, Washington, DC, pp 55-91.

16

In Summary

In summary,

- ① Claims of benefit are not founded on evidence.
- ② All four assurances from the President have been abandoned, to make a main campus stadium appear feasible.
- ③ The economic and social costs and risks that this main campus stadium bring to the City and University will be borne by students, parents, faculty, staff, and citizens.
- ④ The value of the game-day experience for fans has been traded for the value of safety and security of students and neighbors.

It seems to us that the President and BOG are placing the interests of the few above the interests of the many by putting a main campus stadium on a campus and in a neighborhood that is justifiably concerned about values, economic risk, traffic, noise, health, and safety.

17

Main Campus Stadium Issues

Louis Scharf

Research Prof of Mathematics
Prof Emeritus of Electrical and Computer Engineering
Colorado State University

Jan 1, 2013

1

Preamble

This is not a contest of wills between supporters of athletics and detractors.

- 1 We love College sports and have great respect for the fine young men and women who represent CSU on their fields of play.
- 2 We support CSU Athletics.
- 3 We take pride in CSU's historical balance of academics and athletics.
- 4 And, yes, we applaud the President's and AD's commitment to excellence and integrity in CSU athletics. Get Your Green On!

2

Preamble, contd

And there is no point in contrasting academic values with athletic values:

"The mark of a university on the make is a mad scramble for football stars and professorial luminaries. The former do little studying and the latter little teaching, and so they form a neat combination of muscle and intellect." [Clark Kerr, former Chancellor of the University of California System]

There is plenty of commercialism in academic teaching and research. So this is not a discussion about commercialism on university campuses.

It is a discussion about the proposed main campus stadium.

¹As with all such aphorisms, there is a ring of truth in this one, and it makes a point. But of course it does no justice to the football stars who do study and luminous professors who do teach

3

Preamble, contd

With this as preamble, let me say at the outset that our analysis will point to

- 1 un-defined needs,
- 2 un-founded claims of benefit,
- 3 abandoned assurances, and
- 4 economic and social risk

in the proposed main campus stadium.

To defend these conclusions, let's analyze the proposed main-campus stadium from these perspectives:

- 1 claims of benefit,
- 2 assurances,
- 3 money and banking,
- 4 public and campus concerns, and
- 5 President Frank and the BOG

4

Claim # 1: Top of Mind Status

An on-campus stadium will bring CSU academics (teaching, research, performance, and extension) the national stature it deserves, elevating CSU to top-of-mind status. [An accurate paraphrase.]

- 1 This claim deserves to be examined. There has been no debate on campus about a main campus stadium as the best (or even a good) way for CSU to spend its energy and treasure, and in consequence reveal its values.
- 2 The debate over a main campus stadium (the AD's "new front porch") to advance our football fortunes, and as a consequence its academic fortunes and financial strength, has never been joined.

5

Claim # 2: Regarding excess

"We're not looking for excess, but we're looking for quality." AD Graham at the May 30, 2012 meeting of the Stadium Advisory Committee (SAC).

- 1 The proposed stadium has all manner of sky boxes, luxury suites, and related trappings of wealth. It is a luxurious structure, dedicated primarily to entertainment, with a claimed secondary role as an institutional resource for fund-raising and recruitment.
- 2 CSU's labs and classrooms are modest and useful, with none of the trappings of wealth. They reveal its values as a Land-Grant institution, dedicated primarily to teaching, research, and extension. Academic programs in the Arts serve primary and secondary roles as an institutional resource for entertainment (think art, theatre, dance, and music in the renowned Ft Collins HS).

There is a contrast.

6

Claim # 3: Help to attract 5,000 new out-of-state students, and to protect CSU against declining State Appropriations

AD Graham said at the May 30 Stadium Advisory Cmte (SAC) meeting that this stadium would help CSU attract 5,000 new out-of-state students.

- 1 Graduate students, who comprise the majority of our out-of-state students, don't come to CSU for its stadium and there is no evidence that out-of-state undergraduates would.
- 2 Is it an on-campus stadium that will encourage CSU administrators and faculty to send their children to CSU, rather than to CU, CC, DU, or an out-of-state school?
- 3 It seems specious to suggest that a main campus football stadium can help to immunize against an uncertain structural and financial revolution in higher education.

7

Pres. Frank's Assurances

Let's examine Pres. Frank's four hard constraints on the SAC's investigation of a stadium project [The Coloradoan, Feb 24, 2012]:

- 1 CSU won't consider putting the stadium on existing open green spaces, including the intramural fields.
- 2 CSU won't consider putting the stadium in front of significant existing view sheds, so as to protect views of the mountains.
- 3 All recommendations from the advisory committee must take into serious account any impact on neighbors in areas adjacent to or near a new stadium.
- 4 State appropriations, tuition, fees, or taxes will not be considered as funding sources for a stadium project.

10

Claim # 4: This Stadium will bring the Community Together

It has been said on several occasions that this Stadium will bring the Community together.

Surveys by the Associated Students at CSU (ASCUSU) and by the Center for Public Deliberation (CPD)², letters to the editor, public meetings, and 10,000 petitions in opposition to the main campus stadium do not support this claim.

The main campus stadium has divided the community, unequally.

²Center for Public Deliberation, www.cpd.colostate.edu

8

Pres. Frank's Assurances

We welcome these assurances from Pres Frank and his Board of Governor's (BOG) as a statement of principle: CSU will act to serve the best interests of students, parents, taxpayers, neighbors, and citizens, while guarding the academic and fiduciary health of the institution.

We take this principle, coded into these assurances, at face value, not to be finessed or violated. Let's examine them.

11

Claim # 5: This Stadium embraces CSU and its Aspirations as a University

The main campus stadium, "Embraces CSU and its aspirations as a University."³

There is no evidence that this sentiment is shared by students, parents, faculty, staff, and the Ft. Collins community.

A main campus stadium is neither necessary nor sufficient for advancing a university's academic ambitions and stature, while ensuring its financial strength.

Of course there have been many other controversial claims of benefit for the main campus stadium. But let us now turn to Pres. Frank's assurances about the main campus stadium.

³CSU's architectural firm, Populous, tape of May 30, 2012 SAC meeting, http://coope.colostate.edu/106/stadium/stadium.05_30_2012_trimmed.wmv

9

Assurance # 1 and #2

CSU won't consider putting the stadium on existing open green spaces, including the intramural fields. (It) won't consider putting the stadium in front of significant existing view sheds, so as to protect views of the mountains.

- 1 The main campus stadium is sited on top of the Plant Environmental Research Center (PERC), arguably an open green space.
- 2 The footprint of this on-campus stadium is approximately 12 acres, which compares with the 9 acre footprint of the Oval. The stadium rises to 125 feet on its mountain side, much higher than any of the elm trees on the oval, and it occludes a mountain view.
- 3 The footprint of the stadium complex is on the order of 15 acres. Wouldn't this space be better used for academic buildings to educate CSU's burgeoning student population?

12

Assurance # 3

All recommendations from the advisory committee must take into serious account any impact on neighbors in areas adjacent to or near a new stadium.

- A far-minded assessment of costs to health, safety, quality of life, and property values for neighbors would make the cost of the proposed stadium prohibitive and sink the stadium.
- The cost of street and utility modifications to mitigate, but not solve, the problems of a main campus stadium might well far exceed the current estimate of \$2.5M, an estimate made without consultation with Diane Jones and FIC Engineering.⁴

⁴See http://loppc.colostate.edu/files/stadium/stadium_DS_30_2012_trimmed.wmv, at the 2:07 min mark.

Assurance # 3 (contd)

On Thursday, July 26, 2012, and again one week later, representatives of CSU, Populous, and ICON, and their consultants, met neighbors of the proposed main campus stadium at Plymouth Congregational Church on Prospect.

This meeting did nothing but reveal that recommendations from the advisory committee had taken no serious account of any impact on neighbors in areas adjacent to or near the main campus stadium.

While reviewing parking problems, the parking and traffic consultant suggested that fans could park their cars at Hughes and shuttle to the main campus stadium. And that students who currently come to campus on weekends for study and work could park their cars at Hughes and be shuttled back to campus. We are not making this up.

In a vote taken and recorded at the meeting, there was unanimous opposition to the proposed main campus stadium

Assurance # 4: Tuition, fees, State Appropriations, and taxes, contd

"State appropriations, tuition, fees, or taxes will not be considered as funding sources for a stadium project."

- These are precisely the sources that seed the General Fund at CSU and taxes are what seed the City, County, and State Treasuries.
- The very consideration of a CSU bond to finance a main campus stadium brings these sources into consideration.
- Our economic analysis indicates that these sources would likely be tapped for the principal and interest payments on a stadium bond.

Pres. Frank's admission to the public, and to the BOG on Oct 4, 2012, that the General Fund would be used to make interest and principal payments on issued bonds if the monetized stadium does not produce its projected income, violates this assurance and sinks the stadium.

Assurance #4, contd

Let's say it this way:

Stadium bonds could not even be underwritten and sold to the market without the backing of state appropriations, tuition, fees, and taxes, collected by CSU. This brings these sources into consideration.

Assurance # 4: Tuition, fees, State Appropriations, and taxes, contd

To put a finer point on this assurance, are we assured that no state appropriations, tuition, fees, or taxes will be used directly or indirectly to fund

- The demolition of buildings and re-location of existing facilities, including the decommissioning of Hughes.
 - The Alumni Center, the pedestrian walkway, etc. conceptualized in architectural drawings but not accounted for in the \$246M price-tag for the new Stadium.
 - Street improvements and game-day traffic and security by the City of Ft. Collins.
 - Continuing and deferred maintenance on the Stadium.
- if not, then assurances about state appropriations, tuition, fees, and taxes have no meaning

Money and Banking

In his December, 2011 essay from the Office of the President, *Athletics-Why and at What Cost?*, Pres. Frank said,

"As the economy recovers (and our university continues to grow), I think we can reasonably see ways to invest modestly in our athletics programs without such investments being at the expense of growth in academic funding. We've made modest, one-time funding investments, some from restricted-use fund sources, at Hughes Stadium and Moby Arena. I think we need to continue to look to various sources of non-public funds to further enhance our facilities and our program budgets. And beyond recruiting, think of the impact that a privately funded football stadium on our campus would have on attracting people to our wonderful campus, engaging students, reconnecting alumni, and boosting the local economy."

Well, ...

Money and Banking, contd

What began as a \$100,000,000 stadium⁵, built with private donations, has become

- a \$300,000,000 stadium⁶.
- financed half by private donations and half by a \$150,000,000 bond, issued by a public institution (CSU).
- and retired at a cost of more than \$12,000,000 per year from a monetized stadium.

Bonds issued for a stadium, and the accelerated construction of new parking garages, will reduce CSU's head-room for borrowing to fund academic projects. Call this an opportunity cost.

⁵Feb 3 and May 30, 2012 meetings of the Stadium Advisory Committee (SAC).
⁶AD Graham, KOA radio.

Money and Banking, contd

In 20 years we will be looking for another \$120M to pay for deferred maintenance on the stadium (2% per year on a \$300M facility for 20 years).

In the 50 year horizon of tradition cited by Pres. Frank in his advocacy of the stadium before the BOG, deferred maintenance will be \$300,000,000!

To commit to a main campus stadium is to commit to a future of massive outlays for its debt, maintenance, and management.

⁷NPV analysis is an accepted methodology for assessing the economic viability of a capital expenditure made in anticipation of future revenues.

Money and Banking, contd

Let's determine the annual net revenue required to balance the books for a main campus stadium, using NPV analysis at $r = 4.4\%$ APR?

- NPV of \$150M bond= (\$150,000,000)
- NPV of 2% sinking on \$300M facility for 20 years= (\$78,728,300)
- NPV of net annual revenue \$17.432M for 20 years= \$228,728,300

So without analyzing the components of income and expense in the athletics budget, we see that the new net annual revenue attributable to the main campus stadium must be \$17,432,000.

⁸NPV analysis is an accepted methodology for assessing the economic viability of a capital expenditure made in anticipation of future revenues.

Money and Banking, contd

Assuming new expenses scale with new revenues, say at a factor of one-half, then new expenses will be about \$9,000,000 per year. So new annual revenues must be about \$26,000,000 to achieve the new net of \$17,500,000.

This new money must come from CSUF's Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC, which currently generate \$15,175,000 per year. Add new annual revenues to current annual revenues from these sources to arrive at total annual revenue of approximately \$41,000,000 (Remember, no new state appropriations, tuition, fees, or taxes.)

⁹It must be noted that any money spent out of CSUF for a main campus stadium would be money that could have been spent for other purposes.

Money and Banking, contd

This is more than 2.7 times what these sources currently generate, an increase of 170%. If the actual new revenue were 1.6 times the current revenue,⁹ then the shortfall would be \$16M per year. How would it be covered? State appropriations, tuition, fees, and taxes.

Add in the \$15,000,000 from current student fees and the current subsidies from the General Fund (state appropriations, tuition, and taxes), for an athletic budget of about \$56,000,000, assuming fees and general fund subsidies do not decline.¹⁰

This seems unrealizable in a highly saturated sports market, and it does not scale well with a 42,000 seat stadium.

⁹As in the case of a renewed Hughes.
¹⁰Fees and subsidies currently account for 50% of the Athletics budget. If they are expected to decline, then we need to hear this.

Money and Banking, contd

There are, admittedly, assumptions here. So let's ask the question, "What would interest rates have to be, and how would new expenses have to scale with new revenues, for the required new revenues from CSUF, Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC to just equal current revenues from these source, for a 100% increase (a doubling) in revenues?"

The answer is that interest rates would have to be 2% and new expenses would have to scale by only one-eighth of new revenues.

In other words, even at unreasonably low interest rates and expense assumptions, the new stadium would have to double current income from CSUF, Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC.

For a \$50,000,000 bonded investment in Hughes, even at the higher interest rate of 4.4%, and expenses increasing by one-half, the required revenue increase from CSUF, Rams Club, Seat Sales, Marketing and Promotion, Camps, Parking and Concessions, NCAA and MWC would have to be just \$9,000,000, a 60% increase.

Perhaps it will be argued that a boost in TV and Bowl revenues to the MWC will easily top the \$9,000,000 figure for a renewed Hughes, leaving excess revenues on the table that could have been used for a Main Campus Stadium.

Then our questions are these.

- ④ If TV and Bowl revenues are such a sure thing, why do so few of the schools in the FBS, and even in the top 4 BCS conferences, balance their athletics budgets?
- ⑤ Why not use excess revenues from a renewed Hughes, if they materialize,
 - to reduce General Fund and student fee subsidies, and CSUF donations, to the Athletics Department, if
 - to invest more heavily in Women's Sports,
 - to establish a rainy day fund for when athletics programs struggle, as they surely do?

¹¹ These currently exceed 50% of the athletics budget. Perhaps CSUF donations could be re-programmed for other purposes, and perhaps tuition and fees could be reduced, to mitigate the compound effect of tuition increases exceeding 60% since 2007

Value at Risk. The principle of Value at Risk permits us to answer the question, "What is the chance that this stadium project will pose a cost in state appropriations, tuition, fees, and taxes?"

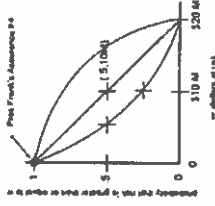


Figure 1: Value at risk

A key result is that, with bonding of a monetized stadium, it is impossible for Assurance #4 to be honored.

The contrast between the Main Campus Stadium and Engineering II, recently built at a cost of \$55,000,000, is striking.

Engineering II has such clear benefit for the academic community that students voted themselves an extra technology fee, faculty pledged overhead return from research contracts (a tax), and the administration contributed state appropriations from the General Fund.

In contrast, the Main Campus Stadium has such dubious benefit for the academic community that any suggestion to use state appropriations, tuition, fees, and taxes as funding sources would have sunk the stadium. So it was said they would not be considered.

The irony is that state appropriations, tuition, fees, and taxes are being considered as funding sources for a bonded stadium, to be used if net revenues from the main campus stadium do not meet bond payments, payments into a sinking fund, and related expenses

There is real risk in these numbers for a main campus stadium, a risk that is borne by students, families, and taxpayers.

"It's a risky business, no doubt about it," Mr. Martin warns (that the desire for football success brings the temptation to make outside investments in facilities and coaches, and to bend the rules to recruit the best players. The dangers aren't just limited to sports, he says. "There are risks to the institution." (Chancellor Michael Martin quoted in the Wall Street Journal, Dec 10, 2012.) (Boldfaces mine.)

It is hard to square these remarks with Pres. Frank's assurance that state appropriations, tuition, fees, or taxes will not be considered as funding sources for a stadium project.

The conclusion seems inescapable:

The President and BOG are willing to run a tangible risk to state appropriations, tuition, fees, and taxes, in exchange for the intangibles of top-of-mind status, game day experience, and 50 years of tradition.

And they are willing to run this risk when they assured us they would not, just as we and they are facing dramatic economic and structural changes in public higher education¹².

And what about the cost and risk to the City and University of managing traffic and security on game days, on campus and in the congested Shields/Prospect neighborhood?

This does not seem like prudent risk management.

¹² Learning New Lessons, WSJ, Dec. 22, 2012

We might have expected to see a blue team-red team competition of ideas and computations when evaluating the feasibility of a main campus stadium.

Feasibility is always a question of feasibility, under constraints, with respect to alternatives.

The SAC has failed to honor constraints and it has not seriously considered alternatives.

31

Surveys, petitions (10,000 signatures), public comments, letters to the editor, and apparent will of the City Council, indicate that the on-campus stadium is undesirable. By consensus, faculty, staff, and students don't want it. Citizens don't want it. Neighbors don't want it

- ③ Email polling by CPD, and posted on the SAC website shows that by a 2 to 1 margin, faculty and staff oppose the on-campus stadium.
- ③ An ASCSU student survey reported in the Collegian indicates 2 to 1 student opposition.
 - would increase visits to campus, as alums (No. 67%).
 - would increase their pride in CSU (No. 67%).
 - would approve of the project, if privately funded (No. 67%)

32

Pries, Frank has discounted the polls we have, with the comment that polls do not reveal the sentiments of those who do not respond. Let's have a set of polls that would resolve his discomfort with the polls we currently have.

It seems to us that the President and BOG are placing the interests of the few above the interests of the many by putting a main campus stadium in a neighborhood that is justifiably concerned about traffic, noise, health, safety, and property values.

There is risk to the harmony that exists in this community between Town and Gown.

33

④ Students. This is not a stadium for students. Student priorities are academics and career opportunities, increased financial aid, and intramural sports. Sixty-seven percent find world-class athletics to be unimportant. [Jan 2012 ASCSU Task Force Survey].

④ Parents. This is not a stadium for parents. Seventy-two percent say Division I sports, "... (has) too much influence over college life." And 40% say they would actually discourage their child from choosing a Division I institution that "... places a strong emphasis on sports." [2011 Widmeyer Communications Survey].

④ Alumni Giving. "... if the net overall effect of athletic success on alumni giving is positive, it must be small... individual differences in motivation explain ... the variance in beliefs about the links between athletic success and other outcomes." [Robert Frank, Knight Commission on Athletics: Challenging the Myth, 2004].

34

④ General Fund. In any given year, not more than 1/5 of 125 Division I athletics programs in the Football Bowl Subdivision (FBS) balance their budget. And of the ones who do, the average stadium size is approximately 80,000 and the average athletics budget is approximately \$80,000,000.

④ Academics. There is no measurable impact of successful football programs on quality of admitted or entering students. [Toma and Cross, University of Michigan].

④ Neighbors. No attempt has been made to measure and mitigate the impact of a main campus stadium on the health, safety, quality of life, and property values of neighbors.

35

There is anecdotal evidence for and against a positive economic impact, but little analytical evidence to support the contention that a main campus stadium would have a positive effect on Ft. Collins commerce. Claims of benefit are almost always over-stated [Joel Maxcy, Sept 24, 2012]. There are legitimate concerns

- ③ Increased ticket prices may cut into disposable entertainment budgets outside the stadium.
- ③ Traditional weekend shoppers may avoid downtown and mid-town on game days to avoid the crush of fans and their cars.
- ③ The use of stadium facilities for meetings and conventions may undercut the renting of off-campus facilities.

All of these effects have been reported at other stadiums around the country, including the University of Minnesota.

36

Let's put a finer point on the question of economic benefit:

"... independent work on the economic impact of stadiums and arenas has uniformly found that there is no statistically significant positive correlation between sports facilities and economic development."¹³

There is much more to be found on the question of stadiums and economics in the writings of Zimbalist and his co-authors.¹⁴ 15

¹³Segfried, J. and Zimbalist, A., *The economics of sports facilities and their communities*, J. Economic Perspectives, 14(3), pp 95-114 (2000).

¹⁴Zimbalist, A., *The economics of stadiums, teams, and cities*, Policy Studies Review, 15(1), pp 17-29 (1998).

¹⁵Noll, R. and Zimbalist, A., *The economic impact of sports teams and facilities*, in R. Noll and A. Zimbalist, (Eds), *Sports, jobs, and taxes: the economic impact of sports teams and facilities*, Brookings Institution Press, Washington, DC, pp 55-91

CSU brands itself as THE GREEN UNIVERSITY. To quote from the website, "Colorado State is focussed on achieving sustainable campus operations, ... and, most importantly, educating and empowering our students to help create sustainable environments after graduation."

- A Sustainable, Net-Zero, Solar Hughes Stadium would be GREEN and sustainable. It would advance CSU's stated claim to be carbon neutral by 2020.
- The first principle of sustainability is to re-use and renew. Re-use and renew Hughes.

- Where is the education and empowering of students in the main campus stadium project?

A main campus stadium is not a project of THE GREEN UNIVERSITY.

In summary,

- Claims of benefit are not founded on evidence.
- All four assurances from the President have been abandoned, to make a main campus stadium appear feasible.
- The quantifiable costs and risks that this main campus stadium bring to the City and University will be borne by students, parents, faculty, staff, and citizens.

- The value of the game-day experience for fans has been traded for the value of safety and security of students and neighbors.

Yes, the proposed main campus stadium is a game changer

At the Oct 4, 2012 Board of Governor's meeting, Pres. Frank acknowledged many points of opposition:

- There is no way to quantify the claimed benefits of the stadium.
- The site is not perfect. Neighbors have not been engaged to mitigate impact.
- The stadium plan has not been harmonized with the City.
- Cost estimates of \$246,000,000 are almost surely too optimistic.
- The parking question will require accelerated investment in parking structures.
- If one dime of tuition, fees, taxes, or state appropriations is used, "We will have failed."

He then endorsed the SAC finding that the on-campus stadium is feasible, while not acknowledging that they had to violate all four of his assurances to make it appear so. He recommended that CSU continue its attempt to build a main campus stadium, with the AD given 2 years to raise half the cost of the project. (This is a paraphrase.)

Pres. Frank offered no evidence to the BOG that a main campus stadium would be good for CSU, nor did he offer assurances that the revenue and expense estimates of the SAC were accurate. He said,

"... looking forward 50 years, you could imagine ... a well-maintained stadium located on the main campus, now with decades of tradition behind it, would be a great benefit to the University, providing a familiar venue for athletics, graduations, freshman convocations, band days, ... And so, with that long view in mind, I support moving forward to attempt to build such a facility."

He did not discuss the 50 year maintenance costs of a "well-maintained stadium," sited on a campus whose academic mission will be quite different in 50 years. He did say, "if this main campus stadium costs one dime of public money, we will have failed."

Economic analysis and prior experience indicates that failure is a likely outcome.

With no dissension, the BOG endorsed a resolution supporting Pres. Frank's recommendation.

At no point in the process of justifying a conclusion forgone did the SAC or the BOG reach out to any of its Fort Collins critics for a more complete understanding of their opposition, an opposition which questions the financial feasibility of the on-campus stadium and its claims of benefit, and begs for fealty to the four assurances.

We are disappointed that a deliberative body like the BOG would ask no hard questions, electing instead to "bet on the jockey." (a quote from the Oct 4, 2012 BOG meeting) without dissent, when presented with so much evidence for caution, if not outright rejection of the SAC feasibility study and the President's endorsement of it

The President and BOG could

Here is our response to the BOG's question at the Oct 4, 2012, meeting about opportunity costs of a main campus stadium:

It is the lost opportunity to lead the NCAA where CSU is destined to lead: as THE GREEN UNIVERSITY, committed to sustainability in all of its programs and courageous enough to resist the spell of a new stadium for a sensible re-investment in a venerable Hughes.

As the university that balances its commitment to commercial sports¹⁶ with its commitment to "... empower our students to create sustainable environments after graduation."

Please, Pres. Frank. We are CSU. Lead us where we are destined by tradition and expertise to go.

¹⁶The term used by C.T. Claggett, Big-Time Sports in American Universities, Cambridge, 2011, to distinguish big-time college sports from professional sports, the distinction being that big-time college sports do not pay their athletes a salary.

Hughes vs Whose

Let's conclude as we began: we see un-defined needs, un-founded claims of benefit, economic and social risk, and abandoned assurances in the drive to reject Hughes Stadium in favor of Whose Stadium [Name to be determined].



Figure 2: Renewed Hughes, nestled into the Footballs of the Rocky Mountains

Teufel, Sharon

From: CSUS Board
Sent: Thursday, February 21, 2013 8:54 AM
To: dmjaowen
Subject: RE: proposed new stadium

Mrs. Owen,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290 (main)

From: dmjaowen [<mailto:dmjaowen@prodigy.net>]
Sent: Wednesday, February 20, 2013 2:15 PM
To: CSUS Board
Subject: proposed new stadium

To Whom it May Concern:

I am writing to express my disappointment over the proposed new football stadium and the proposal being shoved down our throats like it or not. Who is manning the steamroller?
I don't feel the public opinion has been listened to at all.

In the lovely artistic drawings published in the recent Coloradoan newspaper I noticed there was no evident parking lots anywhere near the stadium. Are you bussing the fans in from Hughes parking?

The whole proposal seems irrational and irresponsible me.

Mrs. Owen

Teufel, Sharon

From: CSUS Board
Sent: Thursday, February 21, 2013 2:56 PM
To: 'BRIAN HALE'
Subject: RE: Tuition Increase

Mr. and Mrs. Hale,

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding a proposed tuition increase for the 2013-14 academic year. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290 (main)

From: BRIAN HALE [<mailto:bdanda@msn.com>]
Sent: Thursday, February 21, 2013 12:04 PM
To: CSUS Board
Subject: Tuition Increase

Gentlemen,

We are reading you are considering yet another tuition increase for the 2013-2014 academic year. We are also reading state funding may actually increase during the same time frame. As the parents of a high school junior who wishes to attend CSU we find this disturbing. While we understand the need to increase tuition when state support is reduced, however we can't fathom another substantial increase when state support is actually increasing. We understand you would like to increase salaries and make investments in worthwhile programs. We would like to do the same here at home. We have not seen a salary increase in 5 years. In fact, when adjusted for inflation, taxes and healthcare costs our net salaries are down by nearly 17%. Increased financial aid is not the answer for the majority of us nor are student loans. Our children will be burdened with enough debt as it is. With this in mind we would implore you not to approve the proposed increase. Further increases will force our family and we are sure many others to look elsewhere for their educational needs.

Sincerely,
Brian and Diana Hale

Teufel, Sharon

From: CSUS Board
Sent: Friday, February 22, 2013 10:07 AM
To: Deborah Shulman
Subject: RE: new CSU stadium

Ms. Shulman,

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

Thank you for your interest in Colorado State University.

Sincerely,

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

From: Deborah Shulman [<mailto:drd.bodyscience@gmail.com>]
Sent: Thursday, February 21, 2013 3:05 PM
To: CSUS Board
Subject: new CSU stadium

To the board:

I would like to express opposition to the proposed new stadium to be located on the main CSU campus. It does not fit the goals of a land grant university. Evidence from football programs and stadiums across the country have proven that even most successful football teams require substantial monetary support from universities. In effect, colleges across the country are subsidizing an amateur football league with unpaid players and wildly overpaid coaches and staff. This is not visionary. This is not education. This is not profit. The coaches make millions while the highly skilled adjunct faculty at CSU who are doing vital work for the university are paid poorly with no benefits.

The cited benefits such as proud alumni donating, visibility, and school spirit are not measurable nor is football and a new stadium necessary to these ends. There is already school spirit at CSU. Applications have been going up. The land proposed for the new stadium at 12+ ACRES is a huge amount of land, a huge footprint, a huge amount of money and resources to devote to a sport. Instead, in light of this stadium issue, many alumni like me are questioning continuing our donations and legacy gifts to CSU.

One could question what student population CSU is trying to attract with this stadium and spending on football. As a parent looking for a university in recent years, we avoided schools spending big on football - we didn't want to pay for it and my son wanted to avoid the campus football culture. Students at CSU have clearly expressed they don't want the stadium and the football culture dominating campus but that is exactly what this new stadium is intended to do. It is a distraction from education. We ended up sending our son to an expensive, highly ranked private school that eliminated it's football program and focuses efforts on a co-op

program to prepare students for life in the work world. That is worth the money and he is not incurring debt to pay for the excesses of college football.

Predicting 50 years in the future, the stadium will be old and have required numerous upgrades and football could easily be upstaged by other, less violent and brutal sports. There is an unsavory underbelly of football as illustrated by brain deterioration of players, life long injuries, pedophilia, payment to incur injuries, drugs, and suicides/murders. Participation in football among 11-16 year olds is declining. The future could easily have a different look than the dreamed about football glory. When it fails, who pays?

If the goal is really a steady revenue stream, why not consider other projects? Find a project that capitalizes on what CSU and Fort Collins already have to offer and is a unique niche. For example, A Sports training complex analogous to the Olympic Training Center in Colorado Springs or sports complexes in Florida could benefit sports and academics, research and students and bring in a steady, year round revenue stream. And a sports complex of this nature would be compatible with Fort Collins and CSU. That is just one idea.

We already have a stadium that can be upgraded just like every other college football stadium nationally has been. How many schools build a new stadium just 3 miles away from the existing one and when the existing one is easy to get to, has land for development and has plenty of parking right there? Show some prudence, save campus for academic purposes and renovate Hughes.

But, this is moot. I spoke with an employee of a company that is currently negotiating contracts for the stadium at CSU. We were all led to believe that this project was on hold until the fundraising goals are met. Yet it appears they are spending money and moving forward on the new stadium now. As an alumni, I feel very disillusioned and perceive that this process has not been open or honest. It is now painfully obvious that this has been a done deal and many people (me included) have wasted considerable time and effort on this. There has been a blatant disregard for our community here in Fort Collins and at CSU in order to "get this thing done" despite the risks, costs and impacts .

Thank you for your time,
Deborah Shulman

Deborah Shulman, Ph.D.
DrD.BodyScience@gmail.com
970-481-2523

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, February 26, 2013 12:11 PM
To: Tyler Shannon
Subject: RE: Fort Collins business owners supporting CSU's on-campus stadium

Good afternoon, Mr. Shannon:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: Tyler Shannon [<mailto:tyler@incide.net>]
Sent: Tuesday, February 26, 2013 7:51 AM
Subject: Fort Collins business owners supporting CSU's on-campus stadium

I want to thank you again for your support of CSU's pursuit of an on-campus stadium. In case you missed it, I hope to direct your attention to today's article in the Coloradoan regarding support by local business owners for the stadium. They know how it will positively effect the Fort Collins community and those that have spoken out in support represent just a small fraction of business owners who have told me this stadium will boost their growth and profits. I hope you will continue to support CSU, Tony Frank, Jack Graham, and those of us CSU alumni, Fort Collins property owners, small business owners, and die-hard Ram fans who are very excited about what this new stadium will bring the Fort Collins community.

<http://www.coloradoan.com/article/20130225/NEWS01/302250040/Moby-Madness-spills-over-hinting-life-campus-CSU-stadium>

Thank you & Go Rams!
Tyler Shannon

Teufel, Sharon

From: CSUS Board
Sent: Thursday, February 28, 2013 8:31 AM
To: dara buchele-collins
Subject: RE: Stadium

Ms. Buchele-Collins,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: dara buchele-collins [<mailto:darabtrfly@hotmail.com>]
Sent: Wednesday, February 27, 2013 10:12 PM
To: CSUS Board
Subject: Stadium

As a former resident of the area around campus I would like to encourage you to discontinue ANY plans to move the stadium onto campus. This is both an inappropriate use of university funds, and a disservice to the community at large. There are already problems with traffic and noise around campus during football games. If the stadium moves to campus a large area of town around campus will become uninhabitable during games. This is unfair to students who are not interested in games as well as the larger community who will be affected and disturbed by this. The university should focus on reworking Hughes into a functional modern stadium that will support what they need. The area around the current stadium already supports this traffic and noise and can be improved to support an improved stadium at this location. I also believe that the stadium in its current location could be used to better promote the university and can host more events such as music and cultural events. These again could not be hosted at a stadium on campus due to noise and traffic problems.

Again, I would like you to reconsider any plans for a stadium on campus. Save money and trouble and rehab Hughes to a stadium that can support the community.

Thank you for your consideration,

Dara Buchele-Collins
Formerly of the city park neighborhood

Crested Butte,co

Sent from my iPhone

Teufel, Sharon

From: CSUS Board
Sent: Thursday, February 28, 2013 8:33 AM
To: bobvangermeersch@aol.com
Subject: RE: FW: [cfaa-elite-clips] UC Berkeley Struggles With Unproven Stadium Funding Model

Good morning, Mr. Vangermeersch:

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Sharon Teufel
Board of Governors Office
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202

303-534-6290 (main)
303-376-2627 (direct)

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: bobvangermeersch@aol.com [mailto:bobvangermeersch@aol.com]
Sent: Wednesday, February 27, 2013 8:46 AM
To: CSUS Board
Cc: Frank, Tony
Subject: Fwd: FW: [cfaa-elite-clips] UC Berkeley Struggles With Unproven Stadium Funding Model

Ladies and Gentlemen of the CSU BOG
I have forwarded an email from DR. Dave Ridpath about the problems facing the U Cal(Berkley) in selling the high priced seats for their new football stadium.
I thought it would be of interest to you all.
I have CCed Dr. Frank as a courtesy.
Thanks
Bob Vangermeersch

-----Original Message-----

From: Ridpath, Dave <ridpath@ohio.edu>
To: bobvangermeersch <bobvangermeersch@aol.com>

Sent: Tue, Feb 26, 2013 12:09 pm

Subject: FW: [cfaa-elite-clips] UC Berkeley Struggles With Unproven Stadium Funding Model

Not a direct comparison but certainly a cautionary tale of what might be coming.

Dave



B. David Ridpath, Ed. D., MSA '95, YS 8

Associate Professor and Kahandas Nandola Professor of Sports Administration

Co-Editor, *Journal of Issues in Intercollegiate Athletics*

Faculty Fellow, *Center for College Affordability and Productivity*

CSC 001C, College of Business

Athens, OH 45701

740-593-9496 (O)

740-593-9342 (F)

740-707-8955 (C)

ridpath@ohio.edu

twitter @drridpath

www.ohio.edu • www.sportsad.ohio.edu

Tainted Glory: Marshall University, The NCAA, and One Man's Fight for Justice at www.taintedglorybook.com

Ohio University Expert Directory

<http://www.ohio.edu/ucm/media/experts/ohioexpert.cfm?formid=1822088&pageid=2057126>

The best student-centered learning experience
in America

From: cfaa-elite-clips@googlegroups.com [<mailto:cfaa-elite-clips@googlegroups.com>]

Sent: Tuesday, February 26, 2013 12:29 AM

To: cfaa-elite-clips@googlegroups.com

Subject: [cfaa-elite-clips] UC Berkeley Struggles With Unproven Stadium Funding Model

UC Berkeley Struggles With Unproven Stadium Funding Model

Hannah Mintz and Zach Stauffer, UC Berkeley's Investigative Reporting Program; and Charla Bear, KQED

KQED.org

25 February 2013

Inside Cal Athletics' new Sales and Service Center, Matt Honerkamp reached up and struck a bell the size of his head. A single gong rang out across the salesroom and silenced the chatter of the other employees selling tickets to Cal sporting events. As the ringing faded, pitches resumed, and Honerkamp returned to his desk to make another call.

Honerkamp has a tough job: selling the most expensive seats in the recently rebuilt California Memorial Stadium, ranging in price from \$40,000 to \$225,000 for 50 years of football tickets. Honerkamp and a handful of other salespeople are part of Cal's aggressive new effort to bolster sluggish sales for its Endowment Seating Program, or ESP.

The program's success remains critical for Cal to be able to pay back the nearly half-billion dollars in debt used to renovate the seismically vulnerable stadium and build a new state-of-the-art training facility.

But Cal is the only university trying to raise funds through this novel method, after the creator of the idea failed to sell it to scores of other universities and professional teams.

The ring of the bell meant Honerkamp had closed a deal after months of courting a customer, but the bell's chime is rarely heard. According to figures recently released by Cal Athletics, Honerkamp's team sold just 15 ESP tickets in the final quarter of 2012, all of them below the University Club level where a seat costs at least \$175,000. In a typical day, Honerkamp gets shot down about 38 out of 40 times. "If you have a good conversation, one or two good conversations, a week, that's pretty good," he said.

Through the end of last year, Cal Athletics had sold 64.5 percent of all available ESP seats. Cal has sold only 24 percent of University Club seats. The totals are well short of their goal of selling 90 percent of their ESP quota by June of this year.

The three ESP sections make up roughly 3,000 seats out of 63,000 total seats in Memorial Stadium. Figures show the Athletic Department has cash in hand or received pledges for just more than half of the \$273 million it hoped to raise by then to pay back the debt.

With ticket sales and cash flows falling short of expectations, UC Berkeley Vice Chancellor of Administration and Finance John Wilton realized about a year into his tenure that things needed to change.

"I was worried," Wilton said of the financial outlook, though he believed the campus had time to address the problem. Some projections showed Athletics might not be able to make payments starting in the 2030s when the debt service balloons. The debt is structured so that for the next 20 years, Cal only needs to make interest payments on the debt. The principal kicks in in the early 2030s, resulting in payments between \$24 million and \$37 million per year. "That was comforting in a way that we didn't have a near-term problem," Wilton said. "But it was worrying that we would have a medium-term problem, and we were guaranteeing to the rest of the campus that the cost of the new facilities would not impose any tax on the rest of the campus budget," he said.

'Cheap' debt

Recognizing a potential looming crisis, Wilton sought advice from three Haas Business School professors, each an expert in finance.

Richard Stanton, Nancy Wallace and William Fuchs spent the past nine months untangling the complex financing model to determine if Athletics will be able to fund its operation and meet its debt obligations. They have come up with different scenarios, but big questions remain about how many seats Honerkamp's team will sell and how much revenue the endowment will generate.

"They're very far away from their original projections," Wallace said, "Especially for the most expensive seats, there's some considerable uncertainty."

Wallace and her Haas colleagues are quick to point out that the university has taken advantage of fixed low interest rates, around 4 percent on much of the \$400 million in debt it has already issued.

"From our vantage point, I don't think they could have structured this debt more cheaply," Wallace said.

Still, lackluster seat sales have brought about a change in emphasis in messaging from the campus. Berkeley's athletic director Sandy Barbour once hailed ESP as a "critical aspect" of financing the stadium. Now total ESP sales are touted as part of wider revenue streams, relying on donations, media rights and stadium rentals. But the premium tickets remain essential to the Athletic Department's ability to meet its debt obligations.

Back in the sales office, Honerkamp remains undeterred.

"We're going to do everything we can. We're not going to be complacent," he said. "We will find people to fill the building up."

To improve their chances of success, the sales team is offering bundles of discounted tickets in the University Club to corporations on a short-term basis.

Regents try an untested model

Five years ago the University of California Regents insisted that Cal make Memorial Stadium seismically safe, or the Bears would have to find another home. The Hayward Fault runs directly beneath the stadium and geologists say it is overdue for a major earthquake.

The size and scope of the project would be substantial. Major donors to Athletics were tapped out from supporting Cal's posh new training facility, so the project would have to be financed through external debt, just like many other capital

projects on campus. ESP tickets, supplemented by philanthropy and naming rights revenue, would be a way to pay back the debt.

At a meeting of the Board of Regents in September 2009, a Berkeley campus administrator, armed with numbers from Athletics, told the Regents that 65 percent of ESP tickets were sold to date, even though the actual figure was far lower. Convinced the plan was viable, the Regents approved \$321 million in debt financing for the stadium.

When asked about the discrepancy, Barbour and other administrators said Athletics had changed its definition of the word "sold."

Though the Berkeley campus has pledged that Athletics will make its debt payments, ultimately the Regents are on the hook for the bonds.

Idea man sued for fraud

The basic elements of ESP were the brainchild of Lou Weisbach, managing partner of Stadium Capital Financing Group. Weisbach said the idea of ESP was completely fresh: use up-front premium seat sales to finance stadiums or provide capital.

"Nobody in the world had ever done this. To that extent it was very novel," said Weisbach, who has a patent pending for the idea.

"Any idea that has never been done before in a marketplace, to try to figure out the percentage likelihood of success is really quite difficult," Weisbach said. "Really, I guess at the very best is an educated guess," he added.

With a little more scrutiny, Berkeley administrators might have noticed that Weisbach is a man who dreams big but often comes up short. Weisbach had a string of business failures before he signed his deal with UC Berkeley in early 2009, KQED and the Investigative Reporting Program have learned.

Weisbach has tried and failed to bring a professional baseball team to Las Vegas. He has been striving for a decade to create a \$750 billion center for finding cures to diseases.

In 2002, just six years before the launch of ESP, Weisbach, along with his former marketing company, Ha-Lo Industries, was sued for securities fraud. Investors alleged that Ha-Lo and its officers – Weisbach had been CEO – sent out fraudulent press releases and other documents showing the company was in better financial health than it really was.

Weisbach denied all allegations in a signed declaration and said he was personally cleared of all charges. The case settled for \$18 million, according to court records. This lawsuit never came up in his dealings with Cal, Weisbach said.

To date, UC Berkeley is the only organization that Weisbach convinced try his financing model. He said he has shopped the idea around hundreds of other universities and pro-teams in the United States and Great Britain, but no one else trusted that the numbers would add up.

"The deal with the UC Berkeley is the one deal we've consummated at this point," Weisbach said.

So who was responsible for making the decision to go with long-term VIP seating?

"That's one of the things we discovered," said Professor Stanton. "Many of the people who are here now were not here when the decision was made," he said.

"There was a lot of chaos, unnecessary confusion," said Professor Wallace.

She pointed out that of the many senior people involved with developing the ESP program, only Barbour remains.

When asked what was known about Weisbach and Stadium Capital before the deal, Barbour said, "We knew who the principals were by reputation from some of their previous work. Certainly they were backed by Morgan Stanley."

The terms of the deal, made in June 2007, were not public.

According to Berkeley's contract with Stadium Capital Financing Group, Weisbach's company was slated to earn a 3 percent commission fee on ESP's gross proceeds. A Cal Athletics spokesperson said the department paid Stadium Capital \$4.8 million for its services.

Professional marketing team for amateur sports

Cal's new professionalized Sales and Marketing team is unusual in college sports.

Before coming to Cal, Honerkamp sold tickets for the St. Louis Rams, and his colleagues bring experience from other pro teams, including the New York Jets and Los Angeles Clippers.

Honerkamp said he makes more money than he did working in professional sports.

"This is a step up for me," he said. Honerkamp also makes a bonus for every seat he sells: "Money makes you go and hungry to sell more, right?"

For fiscal year 2013, the budget for entire Marketing, Sales and Service group is \$2.7 million out of a nearly \$90 million Athletics budget, according to public records received by the Investigative Reporting Program. Payroll for Honerkamp's elite premium sales team of five people is \$500,000, according to a department spokesperson. Whether Cal will sell enough premium tickets remains a "major risk" according to Professor Wallace.

"It's a problem that needs to be solved," she said.

Vice Chancellor Wilton remains focused on the stadium's finances despite the long timeline.

"Even if the probability is low, the amount is big," Wilton said of the prospect that Athletics would not be able to pay back the debt. "It's a high impact event, so you can't ignore it."

Despite a reworked financial plan, the department admits it does not know what the future holds.

"Our crystal ball is no better than anyone else's," read a statement on the Cal Athletics website on February 15.

"We're not backpedaling, but we have taken a look at where the model is. We've done the prudent things and added more elements to it to strengthen the model," Barbour said. "By doing so, we've reduced the reliance on seat sales."

But the hustle in Honerkamp's office tells a different story. A photo of the ESP sections on game day last season hangs above his desk.

The patches of empty blue and yellow chair-backs are a constant reminder of his challenge.

--

You received this message because you are subscribed to the Google Groups "CFAA-Elite-Clips" group.

To unsubscribe from this group and stop receiving emails from it, send an email to cfaa-elite-clips+unsubscribe@googlegroups.com.

For more options, visit https://groups.google.com/groups/opt_out.

Teufel, Sharon

From: Hughes Stadium <soshughes@gmail.com>
Sent: Monday, March 11, 2013 7:33 PM
Subject: A message from Save Our Stadium Hughes

Dear Supporter of Save Our Stadium Hughes (SOSH):

Contrary to popular belief, the new stadium is not a done deal!

SOS Hughes continues to work diligently to defeat the proposed construction of a main campus stadium. We believe that everyone should have a voice in the process of determining the best solution to an issue that would adversely affect the entire Fort Collins community.

Over the past year, we have laid a good foundation for our cause, successfully providing important information to the public through several efforts including:

- Gathering 10,000 signatures opposing the new stadium.
- Hosting successful talks by two nationally-recognized collegiate sports authorities, David Ridpath and Joel Maxcy, who helped to garner media coverage of this issue.
- Writing letters to the editor of the Fort Collins Coloradoan and the Rocky Mountain Collegian.
- Letters and emails to CSU President Tony Frank, laying out our objections to the project.
- Making our objections known at numerous events, including the Colorado State Board of Governors meetings and Stadium Advisory Committee.
- Distributing 1,000 yard signs and newsletters.

To keep the issue in the spotlight and continue to raise public awareness of the economic, social and ecological problems associated with constructing a main campus stadium, SOS Hughes has implemented the following outreach initiatives:

- We have three speakers making presentations to neighborhood, civic and business groups. *If you know of a group that would like to hear a presentation, email us at soshughes@gmail.com.*

- We will have an entry in the St. Patrick's Day parade this Saturday, March 16. Please join us in the parade or show your support as we go by. We will be staging in front of the outdoor brewing tank at Coppersmith's. Get your green on!

- We hope to overwhelm the Colorado State Board of Governors' meeting May 3rd at Lory Student Center on the CSU campus with concerned citizens and students. Mark your calendar if you would like to participate. More details will follow soon.

If you would like to help us defray the costs of printing flyers, sending representatives to out-of-town BOG meetings, and another national speaker, please make a donation to SOS Hughes LLC. Mail in care of 4405 Upham, Ft Collins, CO 80526.

We are also looking for a webmaster who can update our website and facebook page. If interested, please email us at soshughes@gmail.com.

If you no longer wish to receive our emails, let us know at the above email address.

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, March 13, 2013 11:22 AM
To: Fred Rampey
Subject: RE: New Stadium

Mr. Rampey,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Fred Rampey [<mailto:fred@therampeygroup.com>]
Sent: Sunday, March 10, 2013 10:58 AM
To: CSUS Board
Subject: New Stadium

I oppose this new stadium.

Focus on reducing the cost of a 4-year degree, and training our young people so they can get highly-paid, career employment.

Too many fail to graduate, graduate hopelessly in debt (criminal – this), or graduate to the rolls of the unemployable.

This is your mission.

Focus on it.

You are failing.

Forget this stadium.

Best Regards,

Fred Rampey
Taxpayer and Parent
6107 Paragon Court

Fort Collins, CO
fred@therampeygroup.com

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, March 19, 2013 10:21 AM
To: Scott Bernoudy
Subject: RE: Hughes Stadium should continue to be used

Mr. Bernoudy,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Scott Bernoudy [<mailto:SBernoudy@openapproach.com>]
Sent: Monday, March 18, 2013 7:23 AM
To: CSUS Board
Subject: Hughes Stadium should continue to be used

Here's another concerned local citizen expressing opposition to the wasteful, indulgent and non-academically oriented replacement of Hughes.

Scott Bernoudy
2108 Kerry Hill Drive, Fort Collins, CO 80525

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, March 19, 2013 10:29 AM
To: Jason DeCorte
Subject: RE: My Post Graduation Experience

Mr. DeCorte,

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System. Your correspondence will be shared with the Board of Governors.

Sincerely,

Sharon Teufel

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

From: Jason DeCorte [<mailto:jdecorteusa@msn.com>]
Sent: Monday, March 18, 2013 9:34 AM
To: CSUS Board
Subject: My Post Graduation Experience

Hello Board of Directors!

I am writing you to tell you just how Colorado State University has changed my life. Let me begin by explaining some of my life before CSU. After high school I floated around for awhile working various retail and construction type jobs, eventually I landed at a carwash where I became general manager. When I left was making \$11.75 an hour and about \$100 a day in tips plus bonuses. I left that job to pursue more fulfilling work, after all who wants to spend their entire working career at a car wash. So, while working at the car wash I took some general education classes at Arapahoe Community College as a part time student. Eventually I was accepted into your college as an Anthropology student. Now I realize I was never the best student and I that I may have struggled with some classes but in 2011 I did graduate. Upon graduation I felt a sense of pride and accomplishment; feelings that would soon pass.

After graduation I rented a U-Haul to move from Fort Collins to Denver, luckily I happened to rent a truck on the day an employee got fired and I was hired on the spot. The job only paid \$8.50 an hour and was part time but I needed money coming in so I took the job. Fast forward two years later to the present; I am still working part time at U-Haul making \$8.50 an hour, I am clinically depressed, in therapy, over weight and a borderline alcoholic. My parents spent most of their life savings putting me through college and I took out about fifteen thousand dollars in student loans. I've filled out more job applications than I can count and still nothing. I almost seemed more employable without my degree. I know having a college degree doesn't guarantee employment but after graduation CSU did absolutely nothing to help me find work. I even tried to

contract you career center for help and got no response. So far not one single employer cares that I have a college degree, not even Pizza Hut or King Soopers. CSU simply took my money and kicked me out the door.

I've made some mistakes in my life (I was addicted to meth before going to school and spent a small amount of time in jail) but attending CSU is the most regrettable thing I've ever done. My degree is currently stored under a pile of old clothes in my garage because I hate it. CSU has bankrupted my family, put me in debt and basically ruined my life. My parents currently pay my rent but soon they will no longer be able to; when that happens I will probably find myself on the streets or dead. Now if you will excuse me I have to take the last of my valuables down to the pawn shop so I came eat today....

Keep Pushing the Dream,
Jason DeCorte

Rec'd 3/18/13

March 15, 2013
Box 794
Fort Collins, CO 80522

Dr. Anthony A. Frank - President
102 Administration Building
0100 Campus Delivery
Fort Collins, CO 80523-0100

Michael D. Nosler - General Counsel CSU
410 17th Street
Suite 2440
Denver, CO 80202

Board of Governors
410 17th Street
Suite 2440
Denver, CO 80202

Reference: CSU, Ft Collins/private property boundary fencing

Gentlemen,

I am attempting, again, to confirm the existence of any recorded easement from your records or knowledge, coinciding with the circled area on the included attachment which crosses my property.

You, individually and/or collectively are being contacted about this matter because contact history wherein:

- my recent inquiry to the General Counsel office, Ft. Collins and prior with Nancy Hurt, both individually on this matter, as been met with a lack of responsiveness and
- on a related matter and out right lie from other CSU "appropriate parties" and
- you are all sufficiently high enough, on the CSU food chain to determine and have responsibility for any action or no action regarding the referenced matter.

I started this round of inquiries late December of last year and have delayed construction for a fence to run completely along our 'mutual boundary' of parcels in Fort Collins. I have been seeking from CSU nor not found any record of easement from public records and consider this request as completing due diligence. That line is as illustrated on the included, separate aerial view of the property boundaries.

Effective March 31, 2013, unless information is forthcoming from you regarding any rights in place that would be violated by said fence, I will begin the fence installation. There is no time frame for completion. There should be but minuscule encroachment while installing the fence. That mutual boundary is described for

- 3316 W. Vine Dr, on my deed, and
- 3317 W. Vine Dr. on your deed,
- and is the SECTION LINE between Section 5 and Section 8 of the mutual RANGE and TOWNSHIP.

If there is no response, again, I will interpret that as your efficiency mode for "We (CSU) are NOT aware of easement rights crossing my property marked on the attached document or have reservations about installation of a fence along the said mutual boundary.

You may contact me by phone at 970 412 6906 for discussion of your perspectives but must be concluded via US mail.

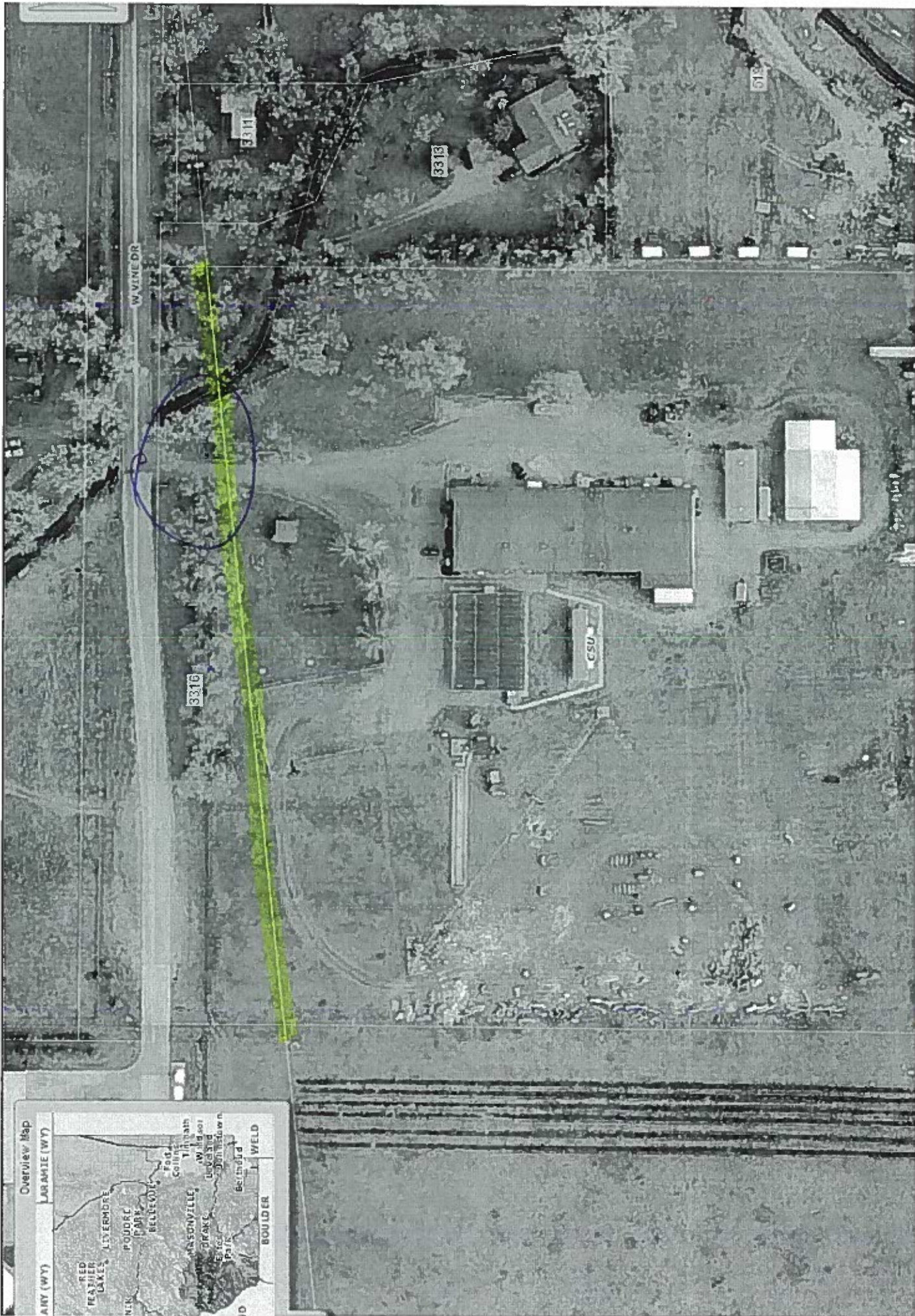
Respectfully,



Keith Gilmartin

Box 794
Fort Collins, CO 80522

Board of Governors
410 17th Street
Suite 2440
Denver, CO 80202



Teufel, Sharon

From: CSUS Board
Sent: Thursday, March 21, 2013 11:57 AM
To: 'Barbara Liebler'
Subject: RE: Proposed CSU stadium

Dear Ms. Liebler,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Barbara Liebler [<mailto:barbl34@hotmail.com>]
Sent: Wednesday, March 20, 2013 3:18 PM
To: CSUS Board
Subject: Proposed CSU stadium

Dear CSU Board of Governors,

I urge you to reject the proposed CSU on-campus stadium at your May 3 meeting. It is a poorly conceived idea for several reasons:

- It is proposed to be built on land currently used for agricultural research, the original purpose of the land grant college;
- It would be in a congested area of Fort Collins, making that area even more congested and inconvenient for out-of-town visitors;
- It would not be conducive to tailgating before the games, which is now a big draw for out-of-town visitors;
- It would be a huge expenditure that has nothing to do with education;
- It is proposed as an ego builder, not as a useful addition;
- It will leave you with the expensive problem of what to do with Hughes Stadium

GOOD FOOTBALL PLAYERS DON'T COME TO SCHOOLS WITH FANCY STADIUMS, they come to schools with good coaches and winning teams.

Please don't let this ridiculous idea go any further. Reject the on-campus stadium now.

Sincerely,

Barbara Liebler

710 Mathews St, Fort Collins

(970) 482-6648

Teufel, Sharon

From: CSUS Board
Sent: Wednesday, March 27, 2013 10:00 AM
To: Arthur Klinzmann
Subject: RE: MAIN CAMPUS STADIUM AT CSU

Good morning, Mrs. Klinzmann:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Arthur Klinzmann [<mailto:artsuzk@hotmail.com>]
Sent: Wednesday, March 27, 2013 7:29 AM
To: CSUS Board
Subject: MAIN CAMPUS STADIUM AT CSU

Dear Board of Governors:

Thank you very much for this opportunity. I oppose building a stadium on the main campus at CSU because of:

1. The fact that colleges, high, middle, and primary schools, are grossly underfunded in many communities across our state and that's where we should focus our attention
2. We are in a recession.
3. Many jobs would still be created, at least for a time, to renovate the existing stadium.
4. The land near the existing stadium is much more suitable, as is the location—there is a lot more room west of Fort Collins and the land near the University is extremely expensive.
4. A stadium in downtown Fort Collins would create parking and traffic problems that would contribute to air pollution, would take up valuable land which is needed for possible dorms or construction for learning, scientific investigation, etc. (you do a great job educating people and need all the space you can garner to do it)

5. Eventually, we can can construct light rail tracks to accommodate all the people flocking to games from the south and east (Denver, its suburbs and all the cities in that direction) to save constructing huge parking lots west of town.

Thank you for giving us in Fort Collins this opportunity and thank you for your service on the CSU Board of Governors.

Suzanne Klinzmann, a resident of Fort Collins

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 08, 2013 10:56 AM
To: Kami Dozier
Subject: RE: CSU Stadium

Good morning, Miss Dozier:

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

Thank you for your interest in Colorado State University.

Sincerely,

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

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

-----Original Message-----

From: Kami Dozier [<mailto:kcdozier@cs.colostate.edu>]
Sent: Friday, April 05, 2013 2:55 PM
To: CSUS Board
Subject: Fwd: CSU Stadium

Hello,

I received a flyer that said I could email my opinion here. I am a freshman on campus this year, and visited many times before all this construction started, and I remember how nice it was, and how annoying all the construction is now. I do not want even more construction, because personally, some of the things being fixed are just fine, and just because they are a little older does not mean they need remodeling.

I watch many of the construction men (that essentially I am paying for) and they stand around and barely do anything every single time I am watching them. I don't appreciate that and I think it is a waste of resources. Also, a huge stadium in the middle of campus will ruin the ambiance of campus. I love our campus and the layout, and I DO NOT want a huge stadium right in the middle of it all, blocking the view, and causing even more chaos and problems for parking and driving around. It will look bad in the middle of Fort Collins, and just add too much hustle and bustle to campus, when it won't even be used every single day.

The location we have now is beautiful. It is in the middle of nowhere, so there is not a lot of traffic, it is still close to campus, and doesn't seem to be in that bad of shape to me. Could it be redone some-yes, and I think that would be so

much better than building a whole new campus. It is easy to get to, easy to park, easy to have a lot of parking lot time, and play games before the actual football games, or marching events start, and it is a beautiful location.

I would consider switching schools if they build a new stadium. I think it is a stupid, unresourceful, annoying project, and I am very much against it.

--

Miss Kami Dozier
Graduate Secretary
Colorado State University
Computer Science Department

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 08, 2013 11:27 AM
To: Amy Jablonovsky
Subject: RE: May 3, 2013 Meeting

Good morning, Ms. Jablonovsky:

The May 3rd Board meeting will be held in the Lory Student Center on the Fort Collins campus. The meeting agenda will be posted at least 24 hours in advance of the meeting on the Board of Governors' Meetings and Agendas page of the CSU System web site. If you have any other questions, please let me know.

Sincerely,

Sharon Teufel

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

From: Amy Jablonovsky [<mailto:ajhessen73@gmail.com>]
Sent: Sunday, April 07, 2013 12:40 PM
To: CSUS Board
Subject: May 3, 2013 Meeting

Hello.

I am a CSU student interested in attending a BOG meeting. Could you please tell me where the meeting on May 3 is being held?

Thank you for your time.

Amy Jablonovsky
ajhessen73@gmail.com
970-493-2833

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 08, 2013 11:40 AM
To: Lowenstein, Adam
Subject: RE: Rep. Polis Letter to CSU Board of Governors
Attachments: Congressman Polis Letter 4-8-13.docx

Good morning, Mr. Lowenstein:

Attached is a letter from the Chair of the CSU System Board of Governors in response to Congressman Polis' letter dated March 21st. If you have trouble opening the attachment or would like to receive a physical copy via U.S. Mail, please let me know.

Sincerely,

Sharon Teufel

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

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: Lowenstein, Adam [<mailto:Adam.Lowenstein@mail.house.gov>]
Sent: Thursday, March 21, 2013 12:07 PM
To: CSUS Board
Subject: Rep. Polis Letter to CSU Board of Governors

Hello,

Please see the attached letter that Congressman Polis is sending to the CSU Board of Governors regarding the potential for industrial hemp research at the University.

A physical copy of the letter will follow.

Best,

Adam

Adam Lowenstein
Office of Congressman Jared Polis (CO-2)
1433 Longworth H.O.B.
Washington, D.C. 20515
(202) 225-2161



COLORADO STATE UNIVERSITY

S Y S T E M

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

April 8, 2013

Congressman Jared Polis
U.S. House of Representatives
2nd District, Colorado
1433 Longworth House Office Building
Washington, D.C. 20515-0602

Congressman Polis:

I am writing today to respond to your March 21, 2013, letter to the Colorado State University Board of Governors requesting that CSU move to conduct research into the development of industrial hemp as an agricultural commodity. As a national leader in crop sciences and agriculture, we certainly appreciate any efforts to support the expansion of our academic and research mission. Certainly, passage of Amendment 64 in Colorado creates rapidly-evolving opportunities and challenges on a variety of fronts. In response to your request, the CSU System Board of Governors will look more closely at the issue of industrial hemp research at its May meeting.

For many years, CSU has followed issues surrounding industrial uses of hemp and the potential for hemp as a cash crop, and we recognize that there are numerous research opportunities for production and use of hemp. Despite the passage of Amendment 64 in Colorado, we are also cognizant that hemp remains a Schedule I controlled substance under federal law, a fact that creates numerous legal and regulatory complexities. For example, the Drug-Free Workplace Act of 1988 requires that institutions receiving federal contracts in excess of \$100,000 establish a policy prohibiting the manufacture, use and distribution of controlled substances in the workplace. The law is clear on this matter, and we do not want to do anything that would unintentionally result in personal criminal liability for CSU employees or that would disqualify the institution from obtaining future government funding. Before making a decision about the future of hemp research, the university must engage in a judicious examination of all potential legal, regulatory and economic impacts associated with such an endeavor.

As part of that, we will look at how other universities are addressing such issues, including whether institutions that are conducting hemp research have received an exemption from the Controlled Substances Act by the Drug Enforcement Agency. Additionally, we will be closely watching any changes to Colorado's statutory framework on this issue. There is legislation being considered in Colorado that would create a registration process for persons seeking to grow industrial hemp for research and development purposes. It would also create a committee under the Colorado Department of Agriculture that would assist with a research and development program, a seed certification program and a process for exporting industrial hemp and related products. It's not yet clear how such legislation would impact institutional efforts at CSU to study industrial hemp.

Thanks again for your correspondence regarding this issue, and we fully appreciate your efforts to support the university's long history as a research leader in the field of agricultural commodities. The board plans to take a more detailed look at this issue before we can give you a firm answer as to whether the university will move ahead with research on the cultivation of hemp for industrial purposes. We certainly will keep you apprised of the outcome on this matter. As always, we greatly appreciate your strong backing of Colorado's research universities and look forward continuing to work together.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Zimlich". The signature is stylized with a large, looping initial "J" and a cursive "Zimlich".

Joseph C. Zimlich
Chair, CSU System Board of Governors

JARED POLIS
2ND DISTRICT, COLORADO

1433 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-0602
(202) 225-2161
(202) 226-7840 (FAX)

website and email:
<http://polis.house.gov>



Congress of the United States House of Representatives

COMMITTEES:
COMMITTEE ON
EDUCATION AND THE WORKFORCE
SUBCOMMITTEES:
EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION
HEALTH, EMPLOYMENT, LABOR,
AND PENSIONS
COMMITTEE ON RULES
STEERING AND POLICY

March 21, 2013

Board of Governors
Colorado State University
410 17th St., Suite 2440
Denver, CO 80202

Dear Members of the Board:

I write today regarding the potential for research at Colorado State University into the development of industrial hemp as an agricultural commodity. As you know, CSU is Colorado's premier institution for agriculture research and development. CSU is home to the National Center for Genetic Resource Preservation, which is vital to providing genomic sources for economic and environmental stability. Now, the historic passage of Amendment 64 in Colorado last November has given CSU the opportunity to expand that legacy, and has put our state in a position to lead the nation in developing the hemp industry.

Industrial hemp has myriad applications, from soil remediation and textile composition to food products and energy. But its potential value to agriculture and industry in the United States has only barely begun to be explored. Only a university such as CSU can provide the quality of research to ensure that Colorado's agricultural community realizes the economic and environmental potential of this new crop. CSU is essential in that endeavor because seed testing is its specialty. CSU's expertise on seed purity, germination, and tetrazolium tests on native range and revegetation species are crucial when it comes to creating a viable industrial hemp market in Colorado and, ultimately, across the country.

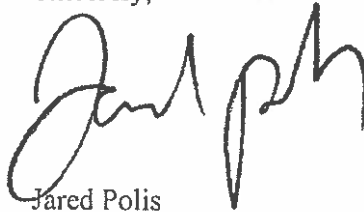
Because CSU's involvement with the development of a robust research program is so important, I encourage the board to adopt an industrial hemp research program in its curriculum. I can assure you that CSU is in no danger of losing federal funding by pursuing necessary academic research. In fact, the real danger lies in allowing competing institutions like the University of Kentucky and Oregon State University, which have already begun implementing hemp research programs, to take the lead on innovation and development.

As a founder of numerous charter schools, as the former Chair of the State Board of Education, and now as a Member of Congress, strengthening our education system has always been one of my greatest goals. From early childhood to post-graduate education, I am a strong supporter of our academic institutions, and every day I work to ensure that members of our academic communities have access to every resource they deserve. Together, we can demonstrate how

allowing students and faculty to explore the industries of the future and improve our agricultural knowledge will yield tremendous benefits.

I am eager to work with you to ensure that all relevant federal agencies continue their partnerships with Colorado State University, and I encourage you to maintain an open dialogue with my office and inform me of any further assistance we can offer to cut through the red tape of the federal bureaucracy. Given this assurance that your institution is not at risk of losing federal funding—as well as the importance of supporting Colorado's farmers and our economy—suggests there is no reason why CSU cannot capitalize on the opportunity given to us by the voters of Colorado. I look forward to seeing CSU implement a vigorous industrial hemp research program this fall.

Sincerely,

A handwritten signature in black ink, appearing to read "Jared Polis", written in a cursive style.

Jared Polis
Member of Congress

Teufel, Sharon

From: CSUS Board
Sent: Thursday, April 11, 2013 9:07 AM
To: 'Chris Brady'
Subject: RE: CSU Stadium

Good morning,

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Chris Brady [mailto:chrisb@goldeneagledist.com]
Sent: Wednesday, April 10, 2013 11:25 PM
To: CSUS Board
Subject: CSU Stadium

Ladies and Gentlemen,

I am writing in regards to my support for the construction of an on campus stadium at Colorado State University in Fort Collins. I am a CSU alum (Agriculture, '87) and do try to stay connected to my alma mater. I have followed the debate over whether or not to build this facility since it was first proposed. It has been an interestingly heated debate, and it is refreshing to see so much interest and opinion generated regarding a new on campus facility. If only so much public awareness could be created regarding all of the other fantastic construction projects that are redefining campus and preparing CSU for the next generation of academic success. The openness in which the process has been approached by Dr. Tony Frank is especially to be commended. His efforts to include community concerns in a process involving an on campus improvement are unprecedented. There can be no question that the community of Ft. Collins has a legitimate right to be concerned. An on campus stadium will definitely bring some short term issues such as parking, crowds, and possibly even some noise issues. The very same concerns that almost every college town in the country faces during a stadium event. However, from what I have read, CSU has done significant planning to minimize any issues. Obviously some of that will take time since parking garages are not built overnight, and there will undoubtedly be issues unique to CSU and Ft. Collins that have not been foreseen. My confidence in these issues being addressed stems from the very transparent approach the CSU administration has taken in including community input and their apparent willingness to learn from other college towns such as Boulder in how to best manage a game day environment within a community setting. I also believe that the many positives associated with an on campus facility greatly outweigh the negatives.

I mentioned how much interest in CSU the proposal of a new stadium has generated. I can't imagine how much that interest will multiply with the stadium actually in place. This is a once in a lifetime opportunity to put a great academic institution on par with the facilities of universities nationwide with similar missions and academic standing. CSU is not a university that has ever shown a tendency to put its athletics ahead of its academics, as evidenced by being one of the very few major universities that have never been found guilty of a major NCAA violation. A new stadium will not change this standing, it is merely a building that will energize students, alumni, and donors by putting the most public of a university's many assets on campus instead of in a remote location. An on campus stadium does not equate to an unhealthy prioritizing of athletics over academics, it merely gives the supporters of athletic programs a very important on campus venue to gather at. CSU basketball has had a number of very successful periods in an on campus venue, but the university has always managed to keep academics at the forefront, and used the athletic success to attract more and brighter students.

There has been a lot of discussion about renovating the current stadium but, from what I have read, that endeavor would be almost as expensive as building the new proposed facility and would still reside in a remote location. The proposed new stadium is under a mandate that it must not be built using tax revenue or student fees. I can't imagine where the money for an unpopular major renovation would come from. After I graduated from CSU I continued to attend football games, but it was many years before I ever actually visited and reconnected with the campus itself. I am not alone in this as I have met with many alumni that continued to connect with the exciting football aspect of the university, but were never drawn to the main campus for any reason. Believe me, when you are away from the campus for a while it is quite a shock upon your return to realize just how important that campus was in your development. I believe strongly in Dr. Franks vision that future public universities will rely very heavily on keeping alumni and donors connected to their alma mater.

As for the City of Ft. Collins itself, I believe that CSU must remain a viable part, of and contributor to, that community. Any event held at the new facility will have a very positive impact on the local economy. While I understand that the new stadium will be a multi-purpose facility, there is no question that it's biggest draw will be on home football Saturdays. Currently, on game day, tens of thousands of people drive through the City of Ft. Collins to attend a Colorado State University event. An extremely low percentage of those people stop at the main campus or spend money at the local businesses. A large number of downtown businesses have spoken out in favor of the stadium due to the anticipated game day business they will experience. This is a perfect opportunity to continue to contribute to the Fort Collins economy while raising awareness of what Colorado State University has to offer. CSU has always been diligent towards being a good neighbor in Fort Collins, this is just another opportunity to expand that relationship.

In summary, this stadium is far more than just a great opportunity. It is a facility that absolutely needs to be built as a means of promoting the university, enhancing the undergraduate experience, reconnecting alumni, attracting academic donors, and acting as an important catalyst in the multi-faceted effort to make Colorado State University a successful enterprise moving forward. I realize that you have much to consider when making a decision on this facility. I ask that you give as much consideration to the benefits to be gained from this endeavor, as you rightfully will to the concerns of those opposed to its construction.

Thank you very much for your consideration,

Chris Brady

Teufel, Sharon

From: CSUS Board
Sent: Friday, April 12, 2013 2:46 PM
To: Tyler Shannon
Subject: RE: Be Bold: Please continue to support an on-campus stadium

Good afternoon, Mr. Shannon:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

-----Original Message-----

From: Tyler Shannon [mailto:tyler@incide.net]
Sent: Thursday, April 11, 2013 12:33 PM
To: CSUS Board
Subject: Be Bold: Please continue to support an on-campus stadium

Dearest Members of Our Board of Governors:

I would like to start by reiterating my thanks of you all for supporting Tony Frank, Jack Graham, and those of us dedicated alumni, fans, and CSU donors that are in pursuit of an on-campus football stadium.

As we are engaged in this "quiet" phase of fundraising for the stadium, I assure you our support for CSU and the on-campus stadium has never been stronger. In fact, in the last few months I have heard from more people than ever who have come out of the shadows to say they support the stadium effort, what it will bring Fort Collins, and they look forward to attending games on-campus at CSU. I have honestly never seen alumni so excited about the future of CSU Athletics and what it will mean for our entire campus.

You may have seen business owners in the local papers coming out to express their support. This is just a small handful of business leaders who have contacted me to express similar sentiments. I have no doubt that further support for the stadium will be expressed in the coming months while fundraising continues and more stadium renderings are revealed.

I have even spoken with members of the Fort Collins community and students who were previously against the stadium, yet now are willing to admit that they do believe it would be a boost to the Fort Collins economy and CSU's future fundraising efforts for academics. Make no mistake about it, the stadium opposition is losing traction and many believe that the personal attacks on Jack Graham and his finances are a showing of their true character that most would rather

not be associated with. Their acts designed to try to draw negative attention to CSU as a way to stop our progress has myself, other alumni, and members of the community vastly disappointed in their tactics. If you have noticed, "renew Hughes" yard signs are virtually non-existent, and the dozens of people that previously attended SOSHughes meetings are now in the single digits.

As a Fort Collins home-owner myself I agree with those that have concerns of traffic and parking, but I also know that CSU, the City of Fort Collins, and their partners will come together to find common-sense solutions to assure this stadium is beneficial to all and that those problems are easily solved. If they can solve them at the other 101 Division I Universities with on-campus stadiums, I am confident that so can we! Stadium supporters such as myself look forward to being a resource in any way we can to help solve some of these problems.

As a season ticket holder, alumni, and donor, I consider Hughes Stadium, my stadium. But it is because of this, that I understand full well how it is really an embarrassment to the beauty that the campus represents. CSU should not have the #119th ranked D1 stadium.

We should not have a stadium that can only be used 6 times per year.

And we should not have a stadium that drives our most prized resources (our students & alumni) away from our stunning campus. We need a stadium that is a benefit to CSU and our community. This is why I supported the idea of an on-campus stadium and this is why thousands of others have joined me in this support.

My understanding is that in the coming weeks members of the stadium opposition plan to attend your meeting to continue their vocal opposition of the stadium. I apologize that with work, a new baby, and the time of your meetings, it will be difficult for me to attend to speak to you all directly. In all honesty, I am not encouraging our supporters to attend these meetings. Despite the many attempts by CSU and the Stadium Advisory Committee members to allow stadium opposition to voice their opinions, the opposition still tries to maximize the PR stunt of acting as if they have not been heard. So I continue to believe in giving them the opportunity to do so. You know where we stand, and I hope you know our level of support. Please don't mistake our lack of attendance at your meetings as a lack of support for the new stadium. There is likely nothing that supporters could tell you at your meeting that you don't already know, so I prefer not to waste your or our time. I encourage you to ask direct questions of the opposition. Questions such as: Are they are season ticket holders at Hughes and what is their affiliation with the university? How would they plan to pay for "renewing Hughes"? How would they propose to increase student and alumni engagement on-campus in ways that have not already been done? How do they propose to utilize Hughes to help support the local businesses in Fort Collins? How would they propose to get more students out to games and reduce drunk driving from Hughes? What traffic and parking ideas would they support should we move forward with an on-campus stadium?

Anyway, I hope you will continue your support of building an on-campus stadium and I encourage you to reach out to me with any thoughts or questions you may have. I think I speak for all alumni when I say we appreciate all that you do and we have never been more excited about the future of Colorado State University.

Go Rams!
Tyler Shannon
BeBoldCSU.org

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 16, 2013 12:56 PM
To: Kelly, Todd R.
Subject: RE: CSU-Pueblo President's Gala

Good afternoon, Todd:

This is to acknowledge receipt of your email to Chair Zimlich and the Board of Governors regarding sponsorship for the CSU-Pueblo President's Gala. Your email with the proposal has been forwarded to Chair Zimlich for his review and will be shared with the Board of Governors.

Sincerely,

Sharon

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

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: Kelly, Todd R. [<mailto:todd.kelly@colostate-pueblo.edu>]
Sent: Friday, April 12, 2013 1:32 PM
To: CSUS Board
Cc: Di Mare, Lesley
Subject: CSU-Pueblo President's Gala

Dear Mr. Zimlich, I hope you are doing well.

As we prepare for our annual CSU-Pueblo President's Gala on May 17, I would like to ask for the Board of Governors support by becoming a sponsor of this great event. Our goal is to raise over \$75,000 to provide scholarships to CSU-Pueblo students.

I have attached a sponsorship proposal for your review. If you have any questions, please feel free to give me a call.

Thanks for all your support of the ThunderWolves.

TK



Todd Kelly

Colorado State University-Pue...

President & CEO

(719) 549-2380 Work

(719) 250-2090 Mobile

(719) 545-4203 Home

todd.kelly@colostate-pueblo.edu

2200 Bonforte Blvd.

Pueblo, Colorado 81001



2013 President's Gala
Colorado State University-Pueblo
Sponsorships Opportunities

All proceeds to benefit CSU-Pueblo students and programs..

- Platinum: \$5,000**
 - Two (2) Corporate Tables Of 8
 - Premier Placement Of Logo On Gala Banner
 - Name Listed In Program
 - Logo Displayed On Gala Web Site
 - Logo Displayed On Cocktail Hour Buffet Line
 - Logo Displayed On Cocktail Bar Signage
 - Two Named Scholarships (\$1,000 each) for the 2013-14 Academic Year
 - Invitation To Annual Scholarship Luncheon In The Fall Of 2013 To Meet Scholarship Recipients
 - Membership to the President's Club for the 2013-14 Academic Year.
 - Invitation to the 2014 President's Club Reception

- Gold: \$3,000**
 - One (1) Corporate Table Of 8
 - Logo Displayed On Gala Banner
 - Name Listed In Program
 - Name Listed On Gala Web Site
 - Logo Displayed On Cocktail Hour Buffet Line
 - Logo Displayed On Cocktail Bar Signage
 - One Named Scholarship (\$1,000) for the 2013-14 Academic Year
 - Invitation To Annual Scholarship Luncheon In The Fall Of 2013 To Meet Scholarship Recipients
 - Membership to the President's Club for the 2013-14 Academic Year.
 - Invitation to the 2014 President's Club Reception

- Silver: \$1,500**
 - One (1) corporate table of 8,
 - name listed on banner and in program
 - Membership to the President's Club for the 2013-14 Academic Year.
 - Invitation to the 2014 President's Club Reception

- Bronze: \$625 = 4 tickets, name listed in program**
- Friends: \$300 = 2 tickets, name listed in program**

We select the following Sponsorship Options:

- Please add 1-2 seats to my corporate table: \$125 = 1 seat, or \$250 = 2 seats.

Please gift _____ seats at my corporate table to students.

Name of Corporation or Business _____

Contact Person (Name & Title) _____

Address _____

City/State/Zip _____

Phone _____ Email Address _____

Payment to "CSU-Pueblo Foundation" is enclosed.

Invoice: _____ in full _____ monthly _____ quarterly _____ semiannually

Credit card:

_____ Visa _____ MC _____ AMEX _____ Discover

_____ Personal Credit Card _____ Corporate Credit Card

Account Number: _____

Expiration Date: _____ CVV: _____

Billing address (if different from above): _____

Name on Card:

Signature (Required):

2013 President's Gala
Friday, May 17, 2013
Occhiato University Center, CSU-Pueblo
2200 N Bonforte Boulevard
Pueblo, CO 81001

Please return this form to the CSU-Pueblo Foundation, 2200 N Bonforte Blvd, Pueblo, CO 81001
Phone: 719-549-2380 Fax 719-549-2941

Teufel, Sharon

From: CSUS Board
Sent: Friday, April 12, 2013 2:47 PM
To: Rick and Julie Seydel
Subject: RE: Proposed CSU football stadium

Good afternoon, Mr. and Mrs. Seydel:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Rick and Julie Seydel [<mailto:rjseydel@yahoo.com>]
Sent: Thursday, April 11, 2013 8:14 PM
To: CSUS Board
Subject: Proposed CSU football stadium

Dear Board Members: we would like to take a few minutes of your time to express our support for the proposed construction of a new football stadium on the Colorado State University Campus.

The CSU administration has done a magnificent job the last few years to construct new academic facilities and residence halls on the campus to update and prepare the university for the next generation of graduates and a football stadium is next logical step. From a personal stand, as 20-year season ticket holders for football and a member of the Ram Club for over 20 years, we have always thought the lack of an on campus stadium was a detriment to the overall sense of community on the campus and a hindrance to the athletic departments effort to develop campus support.

Construction of a new stadium would complete the update to the campus building and facilities, enhance the campus community and provide a welcome addition to the campus as a whole. And, just a personal observation, when our children would come to the games with us through the years, their friends who accompanied us never go to see the campus or experience Colorado State as an academic institution. When it came time to choose a college many did not consider CSU as they did not have the opportunity to see and visit the campus on all those days they came up for a football game. While we can't say those students would have chosen CSU if they had been able to attend games at an on campus stadium, we are confident they would have at least been more aware of the campus and its offerings.

Thank you for your time.

Rick Seydel
BA 1981
M.Ed. 1990

Julie Seydel
BS 1989

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 16, 2013 12:17 PM
To: Dennis Lacerte
Subject: RE: Vacant position

Good afternoon, Mr. Lacerte!

This acknowledges receipt of your email regarding service on the Board of Governors. Your correspondence will be shared with the Board of Governors.

We appreciate your willingness to serve on the Board of Governors. At this time, all vacancies have been filled and the Board is now at full capacity. The wall outside of the Grey Rock Room in the Lory Student Center is in the process of being updated.

The process for appointment to the Board of Governors is governed by C.R.S. 23-30-101 et seq. (see also: Bylaws posted on the CSU System website www.csusystem.edu). The Governor of Colorado makes the appointments which are then confirmed by the State Senate. The Board members may serve for two four-year terms. You may also wish to contact the Governor's Office of Boards and Commissions regarding public service.

Thank you for your interest in Colorado State University and the CSU System.

Sincerely,

Sharon Teufel

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

From: Dennis Lacerte [<mailto:dlacerte@lacertelaw.com>]
Sent: Saturday, April 13, 2013 9:30 PM
To: CSUS Board
Subject: Vacant position

Dear Board -- I was in the "Grey Room" at Lory Student Center last Saturday and I noticed the wall with the Board Of Governors on the wall. I noticed that there was a note saying there was a vacant spot on the Board. I would be interested in seeing if I could help out with Colorado State. I graduated with a BS in Economics in 1979, then off to law school at DU and graduated in 1983. I have my own law firm for nearly 30 years. My wife Julie H. Lacerte (Heltmach) graduated from Colorado State in 1980, early childhood education. Julie was a combo adventure stay at home Mom and Kindergarten teacher. Our oldest of 3 sons Lawrence J. Lacerte graduated from Colorado State in May 2011 with a double major in business and outdoor recreation. Our second son Jeffrey is a junior at Colorado State. And our youngest of 3 sons is -- you guessed it -- at Colorado State as a sophomore in engineering. So I pretty well acquainted with Colorado State. So I am interested in the "vacant" position. I must admit I am not sure how all this works -- but if the Board is interested I would like to offer any help that I can for a college that has done so much for me and my family. I can be contacted at work 303-708-1300 (202) or home 303-841-4148 -- Regards Dennis A. Lacerte

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 15, 2013 9:43 AM
To: 'Becky Denton'
Subject: RE: campus stadium

Mr. and Mrs. Denton,

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

Thank you for your interest in Colorado State University.

Sincerely,

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

-----Original Message-----

From: Becky Denton [<mailto:beckydenton@gmail.com>]
Sent: Sunday, April 14, 2013 8:47 AM
To: CSUS Board
Subject: campus stadium

Board of board governors,

My husband and I are opposed to the proposed campus stadium for CSU.

sincerely,

Becky and Ashley Denton

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, April 16, 2013 12:10 PM
To: lalibby2@comcast.net
Subject: RE: football stadium CSU

Good afternoon, Ms. Libby:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: lalibby2@comcast.net [mailto:lalibby2@comcast.net]
Sent: Tuesday, April 16, 2013 9:56 AM
To: CSUS Board
Subject: football stadium CSU

Dear Governors of CSU,

As an alumni and student who was active on campus and attended many a football game, I wish to express a strong preference for modest renovations at Hughes Stadium (built while I was in middle school) rather than build an expensive new football stadium on the main campus. It really was no big deal to drive the four miles to the stadium even though I did not personally have a car on campus. Proximity was not a factor. I believe you either want to go to the game or you don't. I think for attractiveness of a campus, it is better to be where the stadium currently is than squeeze it and massive parking spaces into a dense group of buildings. I think there are important noise issues as well. But mostly, in these times of tight budgets, I think it is far better to fund academics rather than stadiums. I am against a new stadium. Thank you for hearing my opinion as an alumni.

Sincerely,

Ann Thayer Libby
648 George Court
Mount Dora, FL 32757
352) 409-7095

To CSU & PFA "Officials"

- You are the only ones that
can HELP -

I am a neighbor that actually lives here and has to cope with everyday disturbances (traffic) that not long ago was not a concern

The traffic has caused many accidents, damage to my personal property & even death on this short piece of road. Lately I've had many close calls at my driveway access.

My wife & I moved here in late '81' for the quiet and 'out of the way' close to town life. It was quiet, raised two (to be praised) children and now ready to retire to a quiet-peaceful space. We had a quiet neighborhood surrounding us. Now things have changed. Now it is major traffic to CSU Ag & Fire Training.

50-60 cars/day CSU, Have had over 600/day Fire Authority (command center)

Please Help. We need a new access road to your facilities - CSU Access on West Side to Laporte Ave would help me sleep at night. Let's Talk
Alan Smith

Alan & Ann Svetlik
3224 W. Vine
Ft. Collins, CO 80521



DENVER CO 80202

15 APR 2013 PNB 1

Board of Governors
410 17th Street
Suite 2440
Denver, CO 80202

Rec'd by
BOG Office
4/16/13

80202442615



Teufel, Sharon

From: CSUS Board
Sent: Wednesday, April 24, 2013 2:04 PM
To: joanwms09@gmail.com
Subject: RE: Main-Campus Stadium

Good afternoon, Ms. Williams:

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

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

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

From: Joan Williams [<mailto:joanwms09@gmail.com>]
Sent: Tuesday, April 23, 2013 11:27 AM
To: CSUS Board
Subject: Main-Campus Stadium

I think a new stadium is a waste and the location an insult.

Teufel, Sharon

From: CSUS Board
Sent: Thursday, April 25, 2013 8:24 AM
To: Tom Linnell
Subject: RE: Meet with the SOSHughes group?

Good morning, Mr. Linnell:

I am responding on behalf of Chair Zimlich to your request for a meeting. It is the policy of the Board that members do not meet individually with the public or representatives of any organization. Therefore Chair Zimlich respectfully declines the offer to meet with you and other SOSH representatives. If you have written information you would like to present to the Board, you can send a sufficient number of copies for each Board member to me for distribution. Also, if you wish to make an oral presentation to the Board, you may sign up for the Public Comment segment of the regularly scheduled Board meetings.

Thank you for your continuing interest in Colorado State University.

Sincerely,

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

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

-----Original Message-----



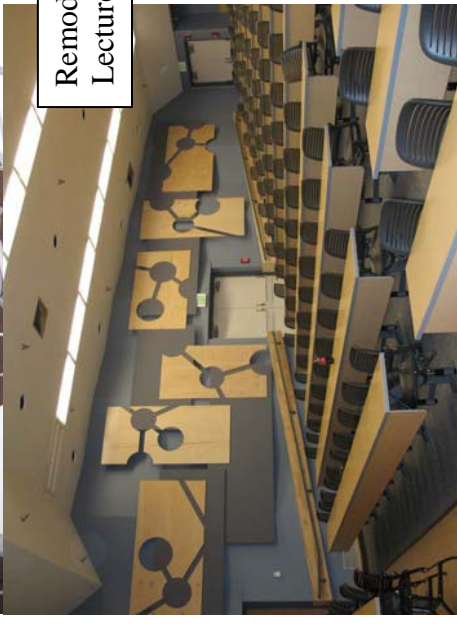
From: Tom Linnell [<mailto:at.linnell@gmail.com>]
Sent: Thursday, April 18, 2013 11:22 AM
To: CSUS Board
Subject: Meet with the SOSHughes group?

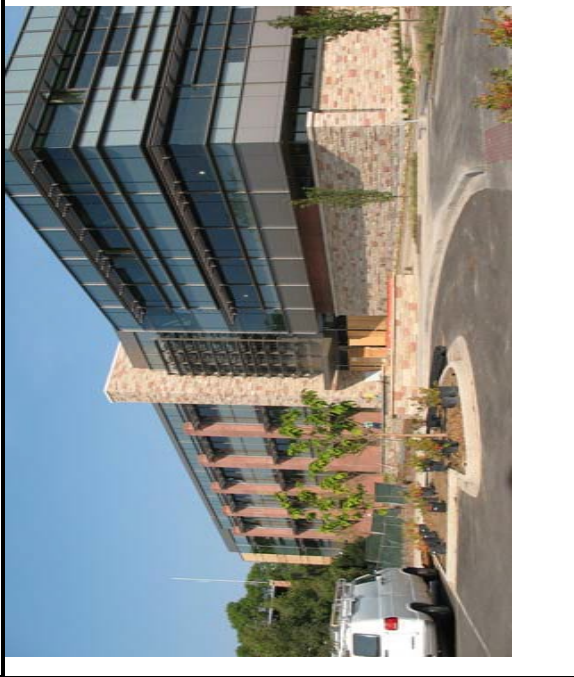

Chairman Joe Zimlich,

May I respectfully request a meeting over coffee between you as the Chair of the Board of Governors of CSU and a small number of members of the Save Our Stadium-Hughes group? I believe that we have gathered significant information bearing on the plan to build an on-campus stadium at Fort Collins, and that a meeting would help to assure that the information is in your hands and available for your deliberations.

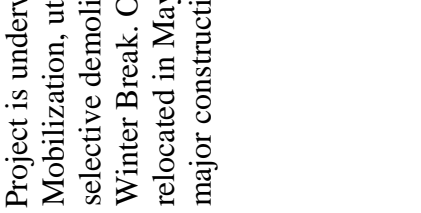
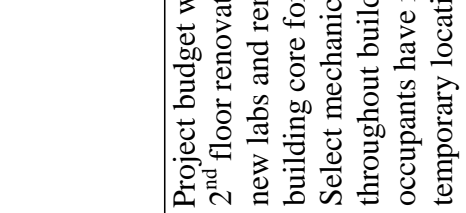

Thank you.
Tom Linnell

Construction Status Reports

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/13
Classroom upgrades Total Budget: \$10,000,000	\$10,000,000 Student Facility Fee and General Fund	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Before</p> </div> <div style="text-align: center;">  <p>After</p> </div> <div style="text-align: center;">  <p>Remodeled Chemistry Lecture Hall</p> </div> </div>	Sept 2013	<p>The project will renovate approx. 100 classrooms, study areas and lecture halls by the time it is complete, as well as install HVAC in Shepardson, Animal Sciences and Visual Arts.</p> <p>92 classrooms, study areas and lecture halls are complete to date, along with HVAC in Visual Arts. Over 3400 new chairs are in place.</p> <p>Remaining funds will be allocated to additional classrooms for construction in Summer 2013. Animal Sciences HVAC to be completed with renovation project.</p>




Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/13
Engineering II Total Budget: \$66,000,000	\$44,000,000 Student Facility Fee & Research Overhead Remaining funds from grants and donations		June 2013	Construction on schedule and nearing completion. Project budget has increased with additional donations.
Braiden and Parmelee Halls 4 th floor addition Total Budget: \$29,300,000	\$26,000,000 Housing and Dining Services Remaining funds from HDS reserves		May 2013	Project is on budget. Parmelee Hall is complete. Construction is underway on Braiden Hall. North wings, main entrance and amphitheater completed in Nov. 2012. South half will be ready to occupy May 2013.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/13
Durrell Dining Center Renovation (part of the Academic Village North Project) Total Budget: \$10,400,000	\$10,400,000 Housing and Dining Services		Aug 2013	Additional scope added to project, funded from excess in Laurel Village budget. Construction is approx 60% complete. TDEX facility is open for grab-and-go food while Durrell Center is closed.
Laurel Village (formerly Academic Village North) Total Budget: \$46,600,000	\$46,600,000 Housing and Dining Services		Aug 2014	Project bid in Dec. and was well under budget with all alternates accepted. \$1.4M transferred to Durrell project for added scope. Construction underway, with foundations in progress.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 4/13
Lory Student Center Revitalization Total Budget: \$70,000,000	\$60,000,000 Student Center Fees Remaining funds from LSC reserves		Aug 2014	Project is underway. Mobilization, utilities and selective demolition began over Winter Break. Occupants to be relocated in May 2013 prior to major construction.
Animal Sciences Revitalization Total Budget: \$7,500,000	\$7,500,000 General Fund		Feb 2014	Project budget will accommodate 2 nd floor renovation and infill for new labs and renovation of the building core for new classrooms. Select mechanical upgrades throughout building. Building occupants have moved to temporary locations and demolition is underway.
<div data-bbox="1136 1428 1234 1879" style="border: 1px solid black; padding: 5px; width: fit-content;"> New north entrance will replace existing glass curtain wall </div>				

COLORADO STATE UNIVERSITY - PUEBLO

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 04/16/2013	Description
Corridor Extension @ Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds--\$301,000 Building Repair/Replacement--\$462,500			Construction Completed February 2012	
Occhiato University Center	\$30,000,000 Debt to be repaid with student fee & auxiliary services revenue			Occhiato University Center program plan updated currently underway. Upon completion, program plan will be submitted to the Board of Governors for approval.	
Exterior Door Security Access Control at all Academic Buildings.	\$554,000 Controlled Maintenance	May, 2013	October 2013	Bid Opening scheduled 04-24-13	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 6 academic buildings.

Readings on Higher Education

THE CHRONICLE

of Higher Education

Home Blogs Buildings & Grounds

Previous
— \$5.5-Million Payment Will
End N.Y. Investigation of
Student-Housing Foundation

Next

What's the Payoff for the 'Country Club' College?

January 28, 2013, 3:12 pm

By Scott Carlson



The College of New Rochelle, which opened a \$28-million wellness center (above) in 2006, could be one example of what researchers describe as institutions caught up in an amenities arms race. Credit: ikon.5 architects

For the past 15 years or so, colleges have experienced a tremendous building boom, and the most publicized aspects of the boom have been the amenities: the climbing walls, the swank student unions, and the luxury dorms.

Even in the midst of a national financial crisis, the buildings seemed to get more opulent. *The Wall Street Journal*, for example, recently noted the “resort living” on college campuses. A new residence hall at Saint Leo University, in Florida, features a 2,100-gallon aquarium, a relaxation room with futuristic “spherical nap pods,” big-screen televisions, and more, according to *The Tampa Tribune*. A Saint Leo sophomore called it “ridiculously amazing.”

Other people—particularly those predicting a shakeout for higher education—might call it just plain ridiculous. Shouldn't higher education put more money into, um, education and less of this stuff?

That depends on the college, according to Brian Jacob, Brian McCall, and Kevin M. Stange, all at the University of Michigan at Ann Arbor. In a new paper published by the National Bureau of Economic Research, they analyze the “college as country club” and the pressure on institutions to cater to students' desire for “consumption amenities.”

To some extent, the Michigan researchers found what you might expect: “More selective schools have a much greater incentive to improve academic quality” because that is valued by the high-achieving students that they are trying to attract, the researchers write. “Less selective (but expensive) schools, by comparison, have a greater incentive to focus on consumption amenities.”

But one aspect of their conclusion is startling: The less-selective colleges might actually harm their enrollment by spending more on instruction. “One important implication is that for many institutions, demand-side market pressure may not compel investment in academic quality, but rather in consumption amenities,” they write. “This is an important finding given that quality assurance is primarily provided by demand-side pressure: the fear of losing students is believed to compel colleges to provide high levels of academic quality. Our findings call this accountability mechanism into question.”

In other words, one would think that market forces would reward colleges that invest in teaching and academics, and that we would have better colleges over all because of that market pressure. But it turns out, the researchers say, that prospective students of the less-selective colleges may care more about investment in the “resort” experience of college, and hence academic quality may not be enhanced by market forces.

The researchers say there's a parallel in health care, “where patient amenities are a much stronger driver of hospital demand than clinical quality.”

Mr. Jacob, Mr. McCall, and Mr. Stange readily acknowledge that their paper does not address how those trends affect students and taxpayers. And they point to a need for more research on this market pressure, with a particular emphasis on the implications for competing institutions.

Surely, any close observer of higher education would recognize the effects of the building boom and their long-term consequences. A number of colleges have high debt loads and crippling deferred maintenance, which will become more burdensome as buildings age.

After noting the debt-rating downgrade at the College of New Rochelle last week, I couldn't help but notice our previous coverage of the college: We had written up New Rochelle's \$28-million wellness center, designed by the well-known firm ikon.5, in 2008.

The amenities arms race may attract students and publicity in the short term, but in the long term the strategy might be a risky game.

This entry was posted in contracts and spending and tagged college of new rochelle, national bureau of economic research, saint leo university. Bookmark the [permalink](#).

Comment powered by DISQUS

Add a comment

Log in to post

with your Chronicle account:

Don't have an account? [Create one now](#)
Or log in using one of these alternatives:



Showing 23 comments

Sort by **Oldest first** Follow comments: by e-mail by RSS

Real-time updating is paused. (Resume)



12029355 21 hours ago

And we wonder why the cost of higher education and student debt load continues to rise.

5 people liked this. [Like](#)



badger74 19 hours ago in reply to 12029355

In all reality it has very little to do with these red herrings. Students have a vast array of schools and often cheaper dorms etc within schools to choose from. At my former school dorms range from \$6500 to over \$8500 per year plus food. Or you can go off campus for even less. Up to you.

5 people liked this. [Like](#)



kohoutek1976 5 hours ago in reply to badger74

Yes, I don't think that we have many of these chi-chi colleges in my area! If anything, the debt load of the students attending these institutions is probably much less than the median, and perhaps tuition is paid outright by their parents.

2 people liked this. [Like](#)



mbelvadi 18 hours ago

What's with these climbing walls? Every time there's a mention of luxuries/amenities on campus, someone mentions climbing walls. Are they (1) that popular with students, and (2) that expensive to build, to justify all this press? I admit to never having done it (ok so most of what I know comes from an episode of Big Bang Theory), but it looks like it would be pretty boring after one climb.

4 people liked this. [Like](#)



sciencegrad 15 hours ago in reply to mbelvadi

My university doesn't have a climbing wall (yet), but there is a large climbing gym in my town. As far as I can tell, I'm the only person in my very large graduate department who doesn't frequent the climbing gym.

On a side note: a group of students in my undergrad tackled the problem of repetitive routes in climbing gyms by developing an electronic climbing wall for their capstone project. The handholds are placed as normal, but they are transparent. Pressure sensors inside the handholds detect the climber's position, weight distribution, and deduce some measurement of fatigue. The handholds light up a route for the climber that is unique with each climb and adapts to the climber's performance.

9 people liked this. [Like](#)



audrey_wilson 4 hours ago in reply to mbelvadi

My university built a climbing wall and a 40 foot climbing tower in response to student input and request. The students voted to increase their recreation fees in order to have this implemented and from what I know it has been well received and used by the students. Both the climbing wall and the tower have different routes to accommodate the different skill levels and the routes are changed on a weekly basis

3 people liked this. [Like](#)



Unemployed_Northeastern 13 hours ago

The Veblen Good Theory, hard at work.

6 people liked this. [Like](#)



11173183 6 hours ago

I wonder what will happen to all these buildings when another fad surfaces, more instruction is done electronically, and there is a public revolt to the brazen waste of its money.

1 person liked this. [Like](#)



danlundquist 6 hours ago

Provocative issues to add to mix, with caveats: (1) a lot has changed since 2004 (and parents, not in survey, are more involved than ever) and (2) "consumer" preferences need to be interpreted with care, taken into account but not pandered to... I think (hope) many families still do value the "provider-side" expertise and values in shaping highered. (NOTE TO SELF: let's be sure to earn and keep that trust?)

4 people liked this. [Like](#)



sparty43 6 hours ago

Much of the problem really boils down to the example given in the article in regards to healthcare - some consumers are uneducated and ill-prepared to make quality decisions (such as high school students) - either decisions based on choices for "quality education" or "quality healthcare" for that matter. The incredibly sad thing about this is that "revenue generators" are making these decisions as opposed to those concerned with quality. DID YOU HEAR ME PARENTS? I SAID SOME PEOPLE RUNNING UNIVERSITIES AND HOSPITALS CARE MORE ABOUT THE AMENITIES THEY PROVIDE YOUR CHILDREN THAN THE ACTUAL EDUCATION OR HEALTHCARE THEY RECEIVE! Actually the article says that! How wonderful?

4 people liked this. [Like](#)



spotter77 4 hours ago in reply to sparty43

It's sad, all right, but it's also a chicken-or-egg issue--there's a particular branch of consumers that are choosing/buying into the places with amenities in the first place, and appear to be more concerned with that than with the quality of teaching. The students may be ill-informed, but if the parents are writing the checks, I imagine they'd be more inclined to check things out--and the rock climbing gyms (or aquariums, or whatever) still win.

I'd like it if someone would prove me wrong here; as it is, I've only succeeded in depressing myself further. Is 9am too early to start spiking my coffee?

3 people liked this. [Like](#)



oakleaf47 5 hours ago

The College of New Rochelle (CNR) has since 1904 devoted its mission to the education of women, and in the early seventies expanded its educational mission to provide an education to underserved populations in Westchester and New York City. More than 90% of the College's students require financial aid to attend CNR. It is far from a 'country club' college. Its administration, faculty and staff understand the value and importance of health and wellness as an integral part of the lifelong learning experiences offered there.

The architectural beauty and functionality of the Wellness Center designed by ikon.5 cannot and should not be denied. The Wellness Center was the first new building for CNR in 40 years! Given the national concerns regarding obesity and exercise, I don't think there is anyone who would call health and wellness education an amenity. And I don't think anyone who knows The College of New Rochelle would deny the thoughtfulness and prudence of its leadership in replacing a deteriorating Old Gymnasium with this fine building to serve current and future students.

Type your comment here.

6 people liked this. [Like](#)



dplawrance 5 hours ago

Amenities matter more as online education proves its value. Comfort has its attraction just as U.S. News & World Report rankings do. But, what matters to employers is resiliency, inventiveness, and teamwork. There is a peculiar irony in how hard Residential Life works to pull students out of their newly constructed cocoons where no interactions at all are required. To create the best of everything may also invite the worst.

I think we'll soon see an evolution away our unsustainable massive building programs and a turn toward residential programs with more affordable, Spartan environments that encourage working together, austerity, and creativity. Maybe price alone will drive things in that direction.

3 people liked this. [Like](#)



jimccorkell 5 hours ago

The vast majority of colleges and universities are, by definition, not selective. Therefore, in order to get someone to pay a lot of money for a mediocre private school, one the of the only tools you have available is to make it more like a resort. Why else would someone choose an expensive mediocre school over a low-cost, or average cost mediocre school?

3 people liked this. [Like](#)



mkant69 4 hours ago

The statement "For the past 15 years or so, colleges have experienced a tremendous building boom" is not supported by any evidence. College Planning & Management Magazine publishes annual reports on college construction volume (<http://www.peterli.com/cpm/res...>). Construction volume increased through 2006 and then decreased during the recession. But even at its peak, construction volume represented a small percentage of college costs, less than 5%. Most of the money was spent on academic buildings, not rock climbing walls.

4 people liked this. [Like](#)



chicago60614 4 hours ago

Can we please use our critical thinking skills and see this report for what it is? And call out this report for saying what it's really trying to say?

This report from the University of Michigan Ann Arbor is trying to keep the college caste system status quo firmly in place. University of Michigan DOES NOT WANT academic competition, let's face it.

So if you're a school with ambition, UMAA wants you to focus your energies on building a climbing wall and titillating your students with consumable fun instead of doubling down on improving your business school, your med school, or law school. That way, UMAA can point at you and say "see, that other school isn't really serious about academics".

This report is as thinly veiled, condescending, and cynical as they come. Instead of trying to write a report that creates a tide lifting all boats in higher education, UMAA chooses to focus its energies on self-serving advice that keeps other schools in place, and itself ahead of them.

Deep down, it feels this report comes from a place of institutional insecurity.

(Edited by author 4 hours ago)

1 person liked this. [Like](#)



navydad 3 hours ago in reply to chicago60614

So you are claiming to understand the motivations of the researchers, which you claim are cynical, dishonest, and self-serving. Do you have a shred of evidence for your claim? If so, please share it with us so we can discount any further research reports from these nefarious scoundrels.

"Deep down, it feels this report comes from a place of institutional insecurity."

Really? It "felt" to me that the researchers were trying to understand the emphasis placed on amenities by some schools and they have evidence that the emphasis is a rational strategy for some schools. That's not a value judgment, it's an observation. But of course, that "feeling" is less interesting than "feeling" that the researchers are dishonest skills for their institution.

Seriously, chicago, isn't it a drag to live with such cynical and paranoid perceptions of others?

4 people liked this. [Like](#)



chicago60614 3 hours ago in reply to navydad

@navydad: After looking at your profile, and seeing your comment activity (which are virtually all political rants and ad hominem attacks against other members), responding to you serves no purpose.

1 person liked this. [Like](#)



navydad 3 hours ago in reply to chicago60614

Or perhaps you have no response. And please inform us how your post is anything but an "ad hominem" attack on the researchers.

By the way, the fact that you checked out my profile and previous comments simply provides more evidence of your paranoia. What in the world does any of that have to do with my post, except to demonstrate that you continue to attribute motivations rather than respond to content?

So to repeat, please tell us the evidence on which you based your conclusion that the reserachers' motivations were cynical, dishonest, and self-serving, as you claim. In case you don't understand, that's a question, not a political rant or an ad hominem attack, and it's a question which you haven't answered, most likely because you have no answer.

3 people liked this. [Like](#)



wc92101 2 hours ago in reply to [chicago60614](#)

This research report smacks of the "bigotry of low expectations" you see out there in all walks of life.

Kinda like that "you'll never be 'us', so why don't you create a playground for your students, and lower your expectations".

Oh, and by the way, stay in your place, in a rung lower than us. It's pretty clear this school wants to maintain the current pecking order, and lower any ambitions other schools have to compete academically - spend your money on fun and toys...

[Like](#)



theokierk 4 hours ago

Those who place all their trust in the market may end up disappointed.

[Like](#)



mkgrop 3 hours ago

Can some explain to me why our higher education system continues to maintain its tax exempt status? Articles like these are certainly disheartening for someone who still believes the Horace Mann philosophy of education as the great equalizer. Instead of investing in better faculty, schools are investing in better swimming pools. The end result is students who are...better swimmers?

2 people liked this. [Like](#)



katisumas 41 minutes ago

Good grief!

1 person liked this. [Like](#)

Copyright 2013. All rights reserved.

The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

THE CHRONICLE

of Higher Education

Online Learning

Home News Special Reports Online Learning

think

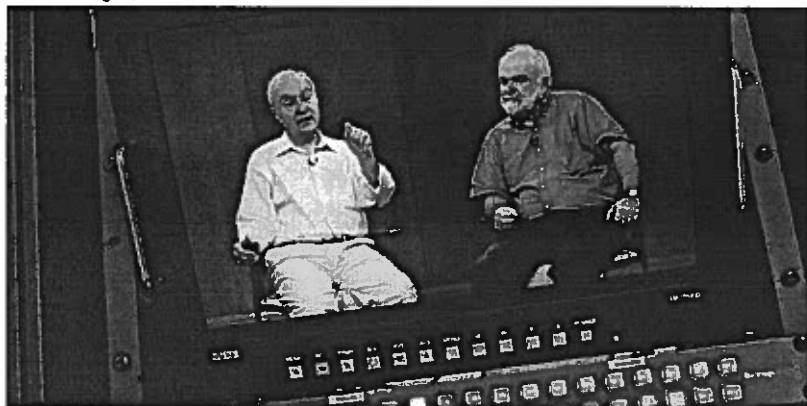
- A new model -

October 1, 2012

5 Ways That edX Could Change Education

By Marc Parry

Cambridge, Mass.



Kelvin Ma for the Chronicle

Marcello Pagano (left), a biostatistician, and E. Francis Cook Jr., an epidemiologist, will teach a course in their disciplines this fall, one of Harvard's first on edX. "We draw people into this program who want to improve the health of the world," says Mr. Cook.

Since MIT and Harvard started edX, their joint experiment with free online courses, the venture has attracted enormous attention for opening the ivory tower to the world.

But in the process, the world will become part of an expensive and ambitious experiment testing some of the most interesting—and difficult—questions in digital education.

Can community-college students benefit from a new form of hybrid learning, based on a mix of local instruction and edX content? Can colleges tap alumni as teaching volunteers? Can labs be reinvented in the style of online video games?

EdX and its collaborators are developing tools and teaching models to answer those questions. And they view the project as a means to study even deeper problems, like understanding how people forget—and creating strategies to prevent it.

"It's a live laboratory for studying how people learn, how the mind works, and how to improve education, both residential and online," says Piotr Mitros, edX's chief scientist.

That laboratory remains a work in progress. When a *Chronicle* reporter visited edX's offices here, in a low-slung brick building on the edge of the Massachusetts Institute of Technology campus, the front entrance lacked even a sign, and staffers had engineered a conference table and bookcase from empty cardboard boxes. But with a \$60-million investment announced in May and seven courses going live this fall, things are kicking into high gear. What

follows, based on interviews with more than a dozen people affiliated with edX, is a closer look at what that could mean for students, scholars, and other colleges.

Engaging Alumni in New Ways

Robert C. Miller had a problem.

His students were writing so much code that the teaching staff lacked time to read it all and give fast feedback. So Mr. Miller, an MIT associate professor who teaches software engineering and human-computer interaction, decided to try a new tactic: crowdsourcing. His work may help solve a challenge facing massive online courses: how to provide human feedback to thousands of students.

Under Mr. Miller's model, Web-based software called Caesar breaks homework submissions into chunks. A mix of teaching staff, fellow students, and alumni volunteers evaluates the code, which is also automatically tested by a computer. Students then revise and resubmit their work. The human review is essential, Mr. Miller explains, because people can detect things that computers can't, like hidden bugs or poor design.

"The future of online grading is going to be a mix of automated approaches ... and human eyeballs," says Mr. Miller. The class that has deployed Caesar is expected to go on edX as it expands.

His project is one of several that highlight how technology can tap the altruism—and self-interest—of graduates. MIT alumni "are strongly motivated to find great programming talent," Mr. Miller says. By helping to review code, they could both spot that talent and expose students to their companies. Caesar, used on the campus for the past year, has attracted MIT graduates working at companies like Facebook and Google.

Across the Charles River, at Harvard's School of Public Health, E. Francis Cook Jr. and Marcello Pagano are working on a similar idea. The veteran professors will teach a class on epidemiology and biostatistics this fall, one of Harvard's first on edX. Details are still being worked out, but they hope to entice alumni to participate, possibly by moderating online forums or, for those based abroad, leading discussions for local students. Mr. Cook sees those graduates as an "untapped resource."

"We draw people into this program who want to improve the health of the world," he says. "I'm hoping we'll get a huge buy-in from our alums."

Reinventing Hybrid Teaching

In March, Tony Hyun Kim moved to the Mongolian capital of Ulan Bator, where he spent three months teaching high-school students a spinoff of the first edX course. The adventure made the young MIT graduate one of the first to blend edX's content with face-to-face teaching. His hybrid model is one that many American students may experience as edX presses one of its toughest goals: to reimagine campus learning.

On his own initiative, Mr. Kim brought over lab gear and mentored about 20 teenagers through the circuits-and-electronics class, which is based on a course normally taken by MIT sophomores. The edX version features video snippets and interactive exercises, and Mr. Kim used the free online content to teach in a style known as the "flipped classroom." Students watched edX content at home. At school, Mr. Kim spent hours each day reviewing material and apprenticing them through labs and problems.

The results were remarkable. Roughly 12 students earned certificates of completion. One 15-year-old, Battushig, aced the course, one of 320 students worldwide to do so. EdX ended up hiring Mr. Kim, who hopes to start a related project at the university level in Mongolia.

EdX is now preparing a bigger experiment that is expected to test the flipped-classroom model at a community college, combining MOOC content with campus instruction. Two-year colleges have struggled with insufficient funds and large demand; they also have "trouble attracting top talent and teachers," says Anant Agarwal, who taught the circuits class and is president of edX. The question is how MOOC's might help community colleges, and how the courses would have to change to work for their students.

"MOOC's have yet to prove their value from an educational perspective," says Josh Jarrett, of the Bill & Melinda Gates Foundation, which backs the community-college project. "We currently know very little about how much learning is happening within MOOC's, particularly for novice learners."

Gamifying Labs

As edX tries fresh teaching models, it's also engaging the math muscle of MIT to push the boundaries of simulations.

When MIT students take the circuits class, they sit at a lab workbench and build with tools. Lab equipment can cost a fortune: An oscilloscope may run \$20,000.

Offering a comparable experience online is an engineering challenge. It must be fast, sufficiently open-ended, and simple enough to use without consulting "telephone-book-size manuals," as Mr. Agarwal puts it. Mr. Agarwal, a former director of MIT's Computer Science and Artificial Intelligence Laboratory, has worked on this problem for years. "To me, the big hurdle to online learning was, How do we mimic the lab experience?"

EdX's first crack at answering that question can be heard in the violins that filled Mr. Agarwal's office one recent morning. The music came from his computer, where he input it through a circuit. It's one part of a simulated lab environment that lets students rotate components and build circuits as if they were "assembling virtual Legos on a desktop," Mr. Agarwal says.

More Legos are coming. Eventually, edX students won't just build circuits. They'll assemble computers, cellphones, and perhaps even bridges, all from digital parts. EdX points to video games as one model for its lab design.

"You see a lot of immersive experiences in the online gaming world, where people really get caught up in the mission," says Christopher J. Terman, a senior lecturer who helped build edX's lab and who is known as the "education czar" of MIT's department of computer science and electrical engineering. He adds, "When you think about what an immersive engineering experience is, we've really just scratched that surface."

Studying the Human Mind

Over time, enrollment in edX is expected to climb into the millions. That has major implications for research—an area that Mr. Mitros, the chief scientist, has been discussing with faculty members.

"Basically, everything that a student does is logged and can be mined by researchers," Mr. Mitros says. And the platform is rigged so researchers can show content to one group of students and not to another, and then test the results.

So who might study edX? Anthropologists interested in online social interactions, for one. And psychometricians who work on test problems.

But to Mr. Mitros, most exciting is the chance for once-impossible cognitive-science research. If you're like many people, you've forgotten much of your formal education. But studies show that if you repeat things—you take a freshman physics class, say, but continue to use those concepts throughout college—you retain them. Researchers might show refreshers to students at different points in time after a course has been completed, Mr. Mitros says, tracking what they recall.

"You can build a mathematical model of how memory works, based on data from a large number of students," he says. The results of such research could be applied directly to improving education.

Changing MIT

One question is how edX might improve elite universities, which are late to the e-learning game. In the spring, MIT tested the edX circuits class with about 20 on-campus students. It was a hit: A majority said they would take another Web class.

Bethany LaPenta, a junior majoring in electrical engineering and computer science, enjoyed earning credit while studying on her own schedule. She found Web tests less stressful than in-class ones, and took the midterm in her dorm room. Another benefit: Students could rewind or fast-forward their professor. Data showed MIT students tended to watch the videos at 1.5 speed, which makes voices sound almost like chipmunks but delivers information more rapidly. "I do want MIT to offer more online education," Ms. LaPenta says.

To Mr. Agarwal, many aspects of e-learning are better than campus lectures, where attendance often plummets by semester's end. **Future MIT students will experience a blended education, he says, with videos and auto-graded exercises online, and in-person time spent on labs and research and group problem solving. His prediction: "Ten years from now most of our classes will be using blended learning."**

Type your comment here

ComdisQus
Powered by DISQUS

Add a comment

Log in to post
with your Chronicle account: Don't have an account? Create one now.

Or log in using one of these alternatives:

Chronicle

Showing 13 comments

Sort by **Oldest first** Follow comments: by e-mail by RSS

Real-time updating is **paused**. (Resume)

Ralph Basui Watkins 12 hours ago

The new education is here.

[Like](#)

chriskox 47 minutes ago in reply to Ralph Basui Watkins

When asked his opinion of the French Revolution, Zhou En Lai is alleged to have said, "Too soon to tell."

 Like



Pradeep Kumar Maitra 11 hours ago

How to learn Metallurgy of Minor Metals From MIT

 Like



chriskox 29 minutes ago in reply to Pradeep Kumar Maitra

MATRICULATE.

 Like



mgozaydin 2 hours ago

I suggest colleges to adapt edx courses in their degree program and accept the certificates of edx as transferred credits toward their degree programs .

This way if a college gets 5 courses from edx out of 10 courses per year they would save 50 % of the cost of education at the college.

Then they can increase their capacity 100 % still making the same income but twice as much students .

Plus it is nice to see in my transcript

" suchand such courses were taken at MITx and Harvardx "

As an employer I would hire those more than withouts .

 Like



chriskox 45 minutes ago in reply to mgozaydin

Still the credential and not the knowledge, eh?

 Like



Jay Collier 1 hour ago

Colleagues: The future of #highered is global content (Harvard, MIT, Stanford) & local coaching (at community colleges). For the middle of the pack, the future is precarious.

(Edited by author 1 hour ago)

1 person liked this.

 Like



chriskox 38 minutes ago in reply to Jay Collier

For the middle of the pack it is selling pencils and apples on street corners. Perhaps this is not so bad -- provided one has not had to borrow heavily to get that doctorate (knowledge for its own sake as we idiots used to say). As it is now, the middle of the pack is there just to support the curve and define an upper 10% worthy of employment. I will add, however, that my experience with community colleges recommends they not adopt this model just yet, at risk of loosing their one real strength: sound teaching.

 Like



newshounder 1 hour ago

Nobody addresses a significant problem in these offerings: every single one of them relies on people working for free. In a Republican-stalled economy that is purposely, systematically strangling public education, droves of people are signing on as virtual slaves in response to our generating too much work for too few employed people. My English classes are stuffed and there is no way I can respond to students' writing in timely, meaningful ways. Shall I crowd source their work and invite anyone and everyone to comment and assign grades?

Just look at the responses to this article. The writing is awful, ridden with errors. I would never hire such inarticulate people no matter what their massively open course transcript suggests they know. People have become suckers for the latest technology, no matter how damaging it is to educational integrity. It's equivalent to allowing the energy companies to frack up the entire nation in every person's backyard. That is, if they still have backyards. "Everybody's doing it" doesn't make it smart. I do not deny the incredible resource that crowd sourcing offers to solve problems; that merit has been proven repeatedly. I do not oppose making more information available to more people. However, to undermine the quality of public education, to make its mission to become more like video games, is to give away the farm with nary a meal in return. It's great for the few who get paid to generate the programs. It's a job killer for everyone else, those who value face time over screen time.

1 person liked this. [Like](#)



Me 39 minutes ago in reply to newshounder

"In a Republican-stalled economy that is purposely, systematically strangling public education"

Please spare us the partisan politics, especially dishonest comments like this one. The two parties have different views on how to address education challenges, but neither is intent on "purposely, systematically strangling public education."

[Like](#)



Me 38 minutes ago in reply to Me

...Never mind the ridiculous idea that the economy has been stalled by the GOP.

[Like](#)



chriskox 30 minutes ago in reply to newshounder

1. The web funnels money upward -- plain and simple. 2. You are a worker, not an employer. 3. Give your students multiple choice exams and yourself a rest. 4. You can't give away any farm you don't possess. 5. None of us have a crystal ball.

[Like](#)



cmnwriter 10 minutes ago

I am more hopeful about this effort than I am about MITx, Coursera, and Udacity because of the preconception that edX is not a finished product, but rather a vehicle for learning as much as for teaching. In an age of rapid technological change, beginning from the point of knowing that you will need to learn from your efforts is a very sound way to begin a project of this ambition. Bravo! @drjwmarquis

[Like](#)

Copyright 2012. All rights reserved.

The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

THE CHRONICLE

of Higher Education

Government

[Home](#) [News](#) [Administration](#) [Government](#)

January 23, 2012

State Support for Colleges Falls 7.6% in 2012 Fiscal Year

By Eric Kelderman

Higher education's oracles and prognosticators began warning of a "cliff" in state appropriations shortly after the \$767-billion federal economic-recovery act passed, in 2009.

Now data show just how high that cliff was. Total state support for higher education declined 7.6 percent from the 2011 to the 2012 fiscal years, according to an annual report from the Grapevine Project, at Illinois State University, and the State Higher Education Executive Officers.

As a whole, state spending on higher education—after being supported by the recovery-act money for three budget years—is now nearly 4 percent lower than it was in the 2007 fiscal year. Twenty-nine states appropriated less for colleges this year than they did five years ago.

The current year's large decline was due in part to the expiration of about \$40-billion in federal money given to the states to prop up spending on education. While a number of states are now seeing improvements in their economic forecasts, their economies had not recovered enough by July to allow officials to replace the lost federal dollars.

Factoring out the federal stimulus money, state support for colleges declined a little more than 4 percent from 2011 to 2012.

The overall decline is also a result of the big drop in higher-education spending in California, accounting for more than a quarter of the total decrease in state support.

California's impact underscores the wide variations in support for higher education across the states. Not including the federal stimulus, state spending for higher education fell more than 13 percent in California, and New Hampshire slashed more than 41 percent from its higher-education budget in 2012—the largest percentage decline in the nation. But Montana raised spending for colleges by more than 17 percent over the previous year's total, not counting federal dollars.

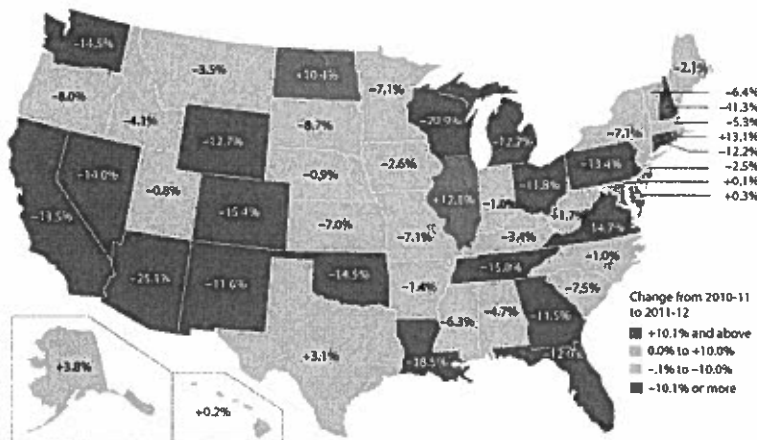
California is also one of just a handful of states that are still trying to close midyear budget gaps, according to a December report from the National Conference of State Legislatures. And despite the still-difficult fiscal situation in the Golden State, state tax revenues nationwide have increased for seven consecutive quarters, according to the Nelson A. Rockefeller Institute of Government, a research arm of the State University of New York at Albany.

But even with an economic recovery under way, the decreased spending on higher education will have long-term effects, says Paul E. Lingenfelter, president of the executive-officers association.

Although most people believe that they need postsecondary education if they hope to move up the economic ladder, policy makers in the states have essentially forced tuition increases on those who are least able to pay for college, Mr. Lingenfelter wrote in a statement accompanying the Grapevine report.

"The contradiction between declining state support on average and these public priorities, coupled with decreased access and increased costs to students, means policy makers face difficult dilemmas regarding how to foster economic recovery" in their states, he wrote.

Changes in State Appropriations for Higher Education



Note: Figures include state tax appropriations, other state money, and federal stimulus money. North Dakota, Oregon, Washington, and Wyoming enact state appropriations every two years. Figures for New York include only state support for the City University of New York, State University of New York, and student aid. These figures do not include appropriations for capital outlays and debt services, nor do they include appropriations from local governments. The data were collected from September to mid-January and may be subject to change. Percentages shown are rounded to one decimal. Different budgeting practices among the states make it impossible to ensure that all figures are perfectly comparable.

sources: "Grapevine" survey of the Center for the Study of Education Policy at Illinois State U. and State Higher Education Executive Officers

Comments
 Powered by DISCUS
 Add a comment

An AGB White Paper
March 2013

Massive Open Online Courses (MOOCs): A Primer for University and College Board Members

By Brian D. Voss

Table of Contents

Is This Time Different?	2
A Primer on MOOCs	3
How MOOCs Work	3
What Remains to Be Seen	5
Issues to Consider	6
The Key Challenges	6
Issues for Boards	8
Appendix I: The Online Learning Landscape	13
Appendix II: Key Online Terms and Concepts	14
Additional Articles	15
Bibliography and Other Sources of Information	27

Massive Open Online Courses (MOOCs): A Primer for University and College Board Members

In 2011, the University of Pennsylvania, Princeton University, Stanford University, and the University of Michigan joined forces to offer free courses online. The Massachusetts Institute of Technology and Harvard University came together to do the same in 2012. That partnership has expanded to include a number of other institutions, including the University of California at Berkeley and Wellesley College. The collaboration of such name-brand institutions has sparked increasingly greater interest among higher education leaders and the public in such massive open online courses or MOOCs, as they are called, and in online education in general.

As boards seek to grasp the significance of MOOCs and their impact on colleges and universities, they should focus on two fundamental ideas. First, while information technology (IT) is the medium through which disruption of the academic enterprise is taking place, that disruption is not about IT. IT is an enabler of almost every aspect of life in the 21st century—on our campuses, in our workplaces, and in our homes. But what is most important for higher education is the transformation of teaching and learning. The “techie” are indeed backstage, making things happen, but the “stars” on the stage are the faculty and instructors. *This revolution is not about IT. It is about teaching and learning.*

Second, although MOOCs have grabbed the headlines and rightfully become the focal point of the disruption under way in higher education, we must not think of them as the be-all and end-all in online education. We should think of a spice rack: MOOCs are just one spice among many online-education spices, and colleges and universities (and faculty members through their pedagogy) will employ many spices to make the perfect academic creation for consumption by students. While this paper will concentrate on MOOCs, it is important to at least be aware of those other “spices” that institutions will probably use or consider in 2013 and going forward. *(To read more about the broader context of online education in which MOOCs are operating and other types of online offerings, see Appendix 1.)*

Indeed, the environment in which MOOCs and other forms of online education operate is changing virtually every day. This white paper is an effort to give board chairs, presidents, and others some context to help guide discussions on their own campuses. But to stay abreast of this rapidly shifting landscape, you should regularly visit continually updated sources of information, such as that provided by *The Chronicle of Higher Education* to its subscribers in its “What You Need to Know About MOOCs” microsite (See box on page 12.)

IS THIS TIME DIFFERENT?

The chief information officers (CIOs) of the members of the Committee on Institutional Cooperation (CIC), a consortium of Big Ten universities plus the University of Chicago, prepared a briefing in late 2012 about the MOOC phenomenon for their provosts and presidents, posing the question: *Is this time different?*¹ That question was based on the premise that, over the past decade, online education has moved ahead relatively slowly with fits and starts—that the disruption that is changing higher education institutions and pedagogy has been more evolutionary than revolutionary. And the CIOs concluded that, indeed, the answer to the question is an emphatic **YES!** To quote their view: “*The effect on residential universities relative to previous experiences and events in the arena will be profound and long-term.*” A report by the Education Advisory Board, “*Promise and Perils of Innovation: Competitive Challenges to the Traditional Higher Education Model*” (September 9, 2012), supports that perspective.

Meanwhile, Kevin Carey, director of the education policy program at the New America Foundation, has postulated in the *Washington Monthly* magazine (August 28, 2012)² that before this decade is out:

- The “parallel universe” of an online-age education will reach a point of sophistication and credibility where the degrees granted—or whatever new method is invented to mean “evidence of your skills and knowledge”—will be accepted and taken seriously by employers.
- American colleges and universities will start to feel real pain.
- Political pressure will continue to grow for credits earned in low-cost MOOCs to be transferable to traditional colleges.
- Profit margins that colleges have enjoyed in providing more-traditional education will shrink.
- Colleges with strong brand names and other sources of revenue will emerge stronger than ever, but everyone else will scramble to survive as vestigial players.

Only time will tell if such predictions are correct. Right now, for nearly all involved, MOOCs are still an experiment, a proverbial toe in the water. The institutions involved thus far are prestigious, the faculty renowned and motivated, and the topics largely hand-picked by the institutions, the MOOC entities, or both in concert. The participating colleges and universities have stated that they believe their involvement with these initial efforts will extend, enhance, and preserve their institutional reach, brand, and reputation.

¹ *Is This Time Different? Questions for MOOCs and Online Learning Beyond 2012*. Committee on Institutional Cooperation, Council of Chief Information Officers. http://www.cic.net/Libraries/Technology/Is_This_Time_Different_CIC_CIOs.sflb.ashx.

² *The Siege of Academe*. Kevin Carey, *Washington Monthly*, September/October 2012. http://www.washingtonmonthly.com/magazine/septemberoctober_2012/features/_its_three_oclock_in039373.php?page=all.

Some of the Better-Known MOOCs

Coursea (www.coursera.org) was started by two Stanford professors (Daphne Koller and Andrew Ng). The company created an environment, built a learning platform, and subsequently engaged more than 30 university partners in developing course content. (As of January 2013, more than 200 courses will be offered.)

edX (www.edx.org) began as a partnership of Harvard and MIT and, as of December 2012, had expanded to include the University of California at Berkeley, the University of Texas System, Wellesley College, and Georgetown University. It will be offering 15 courses in Spring 2013.

Udacity (www.udacity.com) was started by Stanford Professor Sebastian Thrun with Mike Sokolsky and David Stavens, and then joined by University of Virginia Professor David Evans. It is offering about 20 courses in Spring 2013.

Udemy (www.udemy.com) was founded by Eren Bali and Oktay Caglar, who have built a platform that invites individuals (rather than institutions) to offer online courses.

Yet the viral nature of MOOCs has been apparent through the rapid growth of providers, participating (significant) institutions, faculty members involved in providing courses, students enrolled, and other measures. And MOOCs are starting to exhibit the second trend desired by their startup investors: They are sticky. That is to say, they don't seem to be going away. More courses are being added, more faculty members and students are becoming involved, and each passing month demonstrates that, thus far, MOOCs are not a 2012 flash in the pan. We may have crossed a Rubicon of sorts; it now appears that online education may truly disrupt, in unprecedented ways, more-traditional approaches to higher education.

A PRIMER ON MOOCS

So what exactly are MOOCs, and how do they work? And what specific issues should boards be considering?

How MOOCs Work

MOOCs use Web-based tools and environments—referred to as **platforms**—to deliver education and classes in a new paradigm without regard for geographic boundaries and time zones and to much larger audiences—in fact, tens of thousands of students. As the box above outlines, various MOOC entities own these platforms.

One of the key differences between MOOCs and the previous online approaches is that MOOCs are free. Students can take the courses at no charge. The pedagogy that MOOCs employ also differs significantly from “traditional online learning.” Learning is accomplished via a “flipped classroom” model, whereby the instructor employs the Internet and other technologies to allow students to gain knowledge that used to be delivered via a lecture format and then use time in the classroom to work on problems together.³

The instructor can in turn then act more like a tutor walking among the students rather than a sage on the stage performing a monologue. MOOCs allow scaling of that approach to massive proportions, using social networking tools so that students help educate each other, as well as computerized assignments and assessments.

Unlike older forms of online learning, MOOCs are not asynchronous; they are not like recorded class sessions that a student listens to at his or her own pace sitting in a library, completing one lesson and then starting a subsequent one. Rather, they are similar to on-campus courses, **delivered synchronously** on a defined schedule—usually on a weekly calendar basis. A student in a far-flung location may take a particular lecture and do the related exercises in his or her own time zone during a convenient window of delivery. A student may also make up for missed lectures at his or her convenience, although that will lessen the impact of some aspects of the cohortlike approach to learning with fellow students.

With MOOCs, lectures are also structured differently. Rather than simply capturing a 45- or 60-minute lecture delivered in a traditional classroom and making it available online, faculty members record **lecture modules** tightly focused on various topics, lasting perhaps **12 to 15 minutes at most**. One reason for that short duration is to allow students to “squeeze in” the content-delivery modules in convenient blocks of time during the synchronous window.

Imagine the working parent couple taking a course together: One parent gets the kids ready for bed while the other parent consumes a short, focused lecture module, and then the other parent does likewise as the first parent actually puts the children to bed and reads them a story. And then both parents independently undertake the discussion sessions, exercises, and assessment elements associated with the module as their schedules permit. In other words, this module approach was designed to help students fit their education conveniently into the gaps of time in their busy lives.

Exercises, assessment devices (quizzes or tests), and grading are automated within the platform. For more-subjective, content-oriented exercises, students may “grade” each other via discussion forums and social-networking interactions. Of course, many questions about how assessment works and how “grading” is possible must be addressed. But there is no need to do so immediately, because students can take the MOOCs at no cost, and no certified value for their learning assessments has yet been established. As a result, the focus has been on the new MOOC approach itself and its potential impact on the way we deliver higher education.

MOOCs are demonstrating the ability to provide access to education on a massive and international scale. Most students now enrolled in MOOCs are **global**—outside the United States. Most are also older, **nontraditional students** who use MOOCs for continuing education objectives; they are not students currently enrolled in an undergraduate or graduate program. Students who take MOOCs today appear to be doing so either as an “experience experiment” or as a way to augment their previous education for skill-enhancement purposes or personal self-actualization. But that balance could shift at any moment, as the uses of MOOCs to enhance existing educational programs develop.

MOOC providers are already capturing a great deal of data about the classes and learning processes currently under way, and analytics on these data vis-à-vis the learning experience of MOOCs are emerging. That data and analysis will very likely play a major role in the ultimate value proposition of MOOC companies (and potentially their participating institutions) by enabling those companies and institutions to market the data that they’ve gathered to interested parties. Venture capital investors in MOOCs do eventually want to get a return on their investment in the \$1-trillion market that is education.

³ Flip Teaching (aka the Flipped Classroom). http://en.wikipedia.org/wiki/Flip_teaching

WHAT REMAINS TO BE SEEN

We don't know what impact MOOCs will have on pedagogy or the learning model. Obviously, within the confines of MOOC platforms and approaches, the way that faculty members structure and deliver courses has changed. But as faculty members experiment with the flipped classroom, will these MOOC-inspired approaches also catch on in non-MOOC settings? What will be the impact of the MOOC model on students? Will the self-directed nature and "cohort coeducation" approach of a flipped classroom work well for everyone—or not?

It is true that, thus far, the number of students who drop out of MOOCs is huge: If 100,000 students enroll in a course, perhaps fewer than 5,000 students complete it. That is an interesting factoid, however, because while a 5 percent success rate is appalling, moving 5,000 students through a given course in one teaching is phenomenal. What is also not clear is whether or not MOOCs might actually improve traditional graduation rates, as students are able to "load up" on courses without regard to the logistics of setting up a workable class schedule. That is another hidden—and potentially quite positive—impact.

Also, becoming viral and sticky may not be enough to sustain the multimillion-dollar investments in MOOC entities in the past two years. At some point, business models must emerge along with answers to the question: *Are MOOCs financially sustainable?* Education is a \$1-trillion market and growing, as new areas of the world seek ways to educate their populations. So funding is there, but how will MOOCs access it? And will it involve the transfer of existing revenue from current providers or the creation of new revenue? These are fundamental questions, and only time will provide answers.

Right now, no standard business model for MOOCs exists. Every passing month, however, new possibilities emerge—and will continue to emerge—for how MOOCs can make money for their providers and the institutions that employ them. Some of those possibilities include:

- **Charging for certification:** requiring students to pay for documentation that they actually gained knowledge and skills through the courses.
- **Charging for assessment and credit:** ramping up certification broadly, up to and including course credit and even degrees. In essence, the value equation to the student is to pay tuition and fees to get credit, yet avoid the associated living costs and either speed up the time it takes to graduate or extend it to align with the demands of their jobs and families.
- **Data mining:** selling the data about students and their performance in classes (with or without formal certification) to potential employers looking for talent. That could also include providing access to the best and brightest students around the world to institutions. Imagine finding the next Stephen Hawking in the slums of Bangalore or the remote countryside of China.
- **Cross-selling/up-selling:** using the platforms as a way to reach students about products related to what they're studying or to offer more advanced and certified course offerings.
- **Advertising:** sending targeted advertising to the users of the system in the same "old" Internet way that Google offers free Gmail, or that Facebook allows all that usage at no cost, through sponsored ads.
- **Write in your idea here:** Creative minds could develop many different business models for MOOCs by which everyone—MOOC providers, institutions, faculty members, students, and society in general—might benefit.

ISSUES TO CONSIDER

We are still in the early days of MOOCs. In addition to questions about the business model and pedagogical impact, other issues should be addressed:

- **Intellectual Property.** Who owns the course? What about scholarly works and the materials used in the course? How do the massive and open elements of MOOCs influence “fair use” claims on copyrighted materials?
- **Identity and Credit.** Once a student completes a MOOC, how do colleges and universities go about ensuring that he or she has really learned something and earned the credit? Perhaps institutions and MOOC entities will develop partnerships with testing centers and verification technology companies.
- **Open courses, certifications, credits, and degrees.** MOOCs are catalyzing exploration of alternative credentialing systems, and traditional institutions should carefully consider how MOOCs fit into their degree programs.

Some colleges and universities are asking themselves: What is our institution’s capacity to deliver MOOCs? Are we positioned to undertake the effort and costs to do MOOCs right? But relatively few institutions have the resources to invest in high-quality MOOCs, even with the support of a Coursera or Udacity. Now and for the coming year, colleges and universities—and their boards—should address several other key questions:

1. **Where do MOOCs fit into the institution’s eLearning strategy?** Are MOOCs a “spice” to be added to the institution’s spice rack? And if so, how?
2. **How should we determine what, if any, credit to give to students who take MOOCs?** How can we assess what students learn from MOOCs, and for what courses in particular should they receive credit? The American Council on Education recently announced that it would endorse certain MOOCs for credit, although the final decision on what credits to accept rests with each degree-granting institution.
3. **What does the presence of MOOCs in the market mean for our institution?** This is a hard question, and one that may be instilling fear in some institutions. Often mentioned is the concern that students may be tempted to take courses via MOOCs and other forms of online education offered by more-prestigious institutions rather than the traditional or even online offerings of less well-known colleges and universities, and that this may eventually drive some of them out of existence. There is no easy answer to that concern. It will require direct, frank, and honest discussion at each institution. Kevin Carey provides his opinion on this in his *Washington Monthly* magazine article, and I encourage using it as a springboard for opening discussion of this disruptive and discomfiting question.

THE KEY CHALLENGES

To reiterate the fundamental ideas that I presented at the outset of this paper: *This is not about IT. But IT definitely matters!* IT is the mechanism that is enabling the disruption, and an institution must have a fundamentally sound and strategic approach to IT. In these early days of what is shaping up to be an online revolution (including MOOCs), IT leadership is often tapped to lead institutional forays into this area. But a question looms: *Can IT get off the stage and go backstage where it belongs?*

This IS about a new approach to pedagogy. Technology, trends, and broad actions in the market are disruptively changing teaching and learning. That is beyond the control of faculty members and academic leaders. And often their tendency is to examine this as an academic experiment—to study it and wait for outcomes.

But as we've seen in disruptive events in a variety of markets, time is of the essence. Those who insist on simply watching and waiting may be passed by. Faculty members must understand that online learning is a new approach to pedagogy and embrace its possibilities. Academic administrators— chairs, deans, provosts, and presidents—must also embrace the change and encourage a constructive response.

And what about board members? They can be instrumental in helping these two groups embrace change, but not by use of a heavy hand or making matters worse by fostering a clash of cultures. Instead, board members can become actively involved in the campus discourse with faculty members and administrators by asking questions and fostering a thoughtful dialogue—one by which they diligently and openly face the challenges together.

In IT circles, the term “business process engineering” means that advances in technology allow enterprises to not just automate the status quo, but also to *actually change the process and, one hopes, improve it*. In this case, the process is teaching and learning. To date, much of what we've done with IT and technology in higher education has been simply to use it to automate the processes that surround the administration of courses. What is happening now, however, is that technology is allowing the teaching and learning processes themselves to be changed—to *be re-engineered*. That is the true challenge our institutions face today, a challenge that MOOCs are illuminating brightly.

As a CIO at a major flagship research university and vice chair of the EDUCAUSE board, I would share the following opinions and perspectives:

- It will take a significant investment in “humanware” over the rest of this decade to transform the way teaching is delivered—either blended, totally online, or somewhere in between. (*See box on page 8.*) No one is going to invent a perfect device or platform that transitions faculty members overnight from the old way to a new one. Many other people—course designers, multimedia specialists—will have to provide support. Whether that effort is managed centrally by a senior administrative leader or distributed across the existing administration—and how it is facilitated—are matters of institutional culture.
- *The academy must lead the change.* Provosts, deans, chairs, and faculty members must embrace it. In most instances, IT people can play the role of collaborators, supporters, and enablers of the process of change (not to mention instigators of change), but it cannot be viewed as an “IT thing” along with all the other IT things facing nearly all campuses now.
- There will be a lot of discussion and debate about whether MOOCs and other forms of online teaching and learning actually improve learning outcomes. Whether or not they do *is strictly academic (and not IT/technical)*. *And not necessarily relevant!* Remember the music industry and the debate about sound quality vis-à-vis CDs versus MP3s? CDs were “higher fidelity” and judged to be superior in terms of quality. But MP3s were fairly close in quality and vastly more “flexible” in their nature. As a result, they have been adopted as the standard for most forms of music distribution and use.

The Importance of Humanware

Everyone is well aware of information technology terminology involving hardware and software, and even networkware. They have long been established in the IT revolution as elements that institutions and individuals should invest in. We all know we need to buy computers and devices (hardware), and that these electronic devices are made to work by programs called software. And with the Internet, we've come to understand that the network itself is another "ware" requiring our investment and involvement. But what often gets lost in a world where we buy hardware, software, and networkware is that none of this can really be of full use without people—humanware—to help the users of the various wares get value from them. Technology is a wonderful and wondrous thing, but without the humanware to guide and support it, we never will obtain technology's full value.

The CIOs at the Committee on Institutional Cooperation have recommended that the leaders of their member institutions consider several near-term actions:

- Engage purposefully in trials of MOOCs, adaptive learning systems, and emerging technologies to develop institutional understanding. Formulate a long-term strategy for professional development, MOOCs, courses for credit, and full degree programs.
- Carefully analyze emerging business models for revenue-generating, free, and partnered courses. Incorporate costs for campus services and systems.
- Ramp up institutional capacity for online course production and increase resources to support instructional design, media development, assessment, and analytics.
- Develop IT system readiness to integrate with a range of educational software that may need to link to campus information systems in ways that are legal, secure, and compliant with campus policies.

ISSUES FOR BOARDS

If we accept that this time is different, then colleges and universities must take action now. Boards can play key roles in how their institutions deal with the challenge of online education and MOOCs. But boards must realize that the presidents, administrators, and faculty members of their institution are at a point of significant tension and should consider how to aid them rather than simply challenge them to act.

Faculty members' opinions run the spectrum as to the proper approach to online education, but many are anxious about the advances in it and the use of technology to improve blended learning environments. They worry about the level and speed of change required and how they, as individuals, will transition from their existing approach to pedagogy to a brave new world. And some faculty members are skeptical about the motivations of institutional leaders, including board members, for pursuing online learning.

Further, no magic technological wand can be waved that will make all this change easy and quick. *This process will be resource-intensive—not only in terms of investments in IT infrastructure (hardware and software), but also in people who must help guide the transition.* A recent view expressed by one of the leaders of the MOOC movement was that moving a given course into the MOOC format requires a full-time course designer to support the faculty member. Efficiencies will certainly be found, but going forward, colleges will need to rebuild academic support resources that may have been reduced during the past five years of budget retrenchment. There will be a direct, proportional relationship between the investment in human capital resources and the quantity and speed of change at an institution.

It is naive to believe this can all be done quickly, cheaply, and without impact to existing environments and funding models at traditional colleges and universities. If an institution is considering getting into this market using existing resources, it should carefully examine the investments that competitors in the MOOC realm are making: millions of dollars and thousands of hours of collective humanware. Boards must grasp that fact and then help their institutions' leaders also understand it.

Indeed, boards should engage now with their presidents and other senior administrators. These engagements should be significant and supportive, and done with an understanding of the between-a-rock-and-a-hard-place position into which this revolution has placed institutional leaders, especially faculty members. Boards are certainly focused on institutional brand and prestige, revenue and market protection and enhancement, and cost containment and reduction. However, if these are viewed as the business reasons for adapting IT-enabled changes to the process of teaching and learning, resistance will be significant and trust will be slow in coming between the faculty and the board—with the presidents and administrators stuck in the middle. Boards should openly acknowledge and grapple with the cultural issues within their institutions and work actively and supportively with faculty members and administrators to address the challenges presented by this disruptive change.

The Committee on Institutional Cooperation CIOs have posed a number of questions for discussion on campuses. Boards should look to this list of questions and help their institutions have the critical and important discussions needed to advance change:

- What kinds of online experiences are needed as substitutes for current models, and/or as complements for current models?
- How—and why—does scale matter? Should there be a focus on massive courses versus smaller ones? Whole programs versus a course-level focus? For-credit and fee courses versus noncredit and free courses?
- What is lacking at the institution to achieve online objectives? What must be put into place strategically, tactically, and operationally to advance success?
- What kinds of partners are needed, and why?
- What is the degree of urgency? Are there issues that should be addressed sooner as opposed to later?
- Should a central leader coordinate online initiatives—such as a vice provost or special assistant to the president?
- What are the ramifications of a more central approach to IT infrastructure and services? Is it time to centralize more-pedestrian IT support and infrastructure elements so that staff members can focus on the advanced need to support faculty in redesign or re-engineering of pedagogy?

Boards should inquire about the actions that their institutional leaders are taking or plan to take concerning online learning in 2013. They should encourage those leaders to thoughtfully engage in national developments and gain experience firsthand in the advances occurring now in higher education. Finally, boards should continue to monitor this fast-changing situation as it develops and invest time in becoming conversant in the complex issues and challenges that must be addressed.

Appendices

APPENDIX I: THE ONLINE LEARNING LANDSCAPE

Before focusing on MOOCs, boards should have a good understanding of the broader universe of online education today. For example, **traditional online institutions** have, for many years, offered various forms of IT-enabled online education classes and degree programs. These include:

- Western Governors University (www.wgu.edu): Online, non-profit, competency-based university offering more than 50 bachelor's, master's, and post-baccalaureate degree programs in the key workforce areas of business, information technology, K–12 teacher education (including initial teacher licensure), and health professions, including nursing. Enrolls more than 33,000 students nationwide.
- University of Phoenix (www.phoenix.edu): Online and on-campus, for-profit university with more than 200 locations offering associate, bachelor's, master's, and doctoral degrees to more than 300,000 students.
- University of Maryland University College (www.umuc.edu): One of 11 accredited, degree-granting institutions in the University System of Maryland and with locations in the Washington, D.C., area as well as Europe and Asia. Offers more than 100 graduate and undergraduate degree programs online to more than 90,000 students.

In addition, **online learning providers**—colloquially referred to as “universities in a box”—essentially act as outsourcing entities, allowing institutions to quickly offer complete online courses and degree programs without having to invest in institutional infrastructure. Under the banner of the institution, these providers typically offer a complete line of services, including marketing and student recruitment, student admission, enrollment, faculty course design and support services, and course hosting and Internet services. In many cases, they also offer 24/7 support. Examples of these providers today include EmbanetCompass (www.embanetcompass.com) and 2Tor (www.2u.com), which built its initial offerings by selecting exclusive partners by program (for example, only one MBA program/institution, etc.).

This “full service” model allows an institution to provide online programs without any impact on the existing campus IT infrastructure, course design, or faculty and student support resources. However, this model comes at a cost: To obtain a return on their infrastructure and support investments, the companies take upward of 75 percent of the revenue and usually require long-term (five-year) provision agreements. While that percentage may seem steep, the students who are enrolled in those programs tend to be completely outside the recruiting pool for traditional on-campus enrollment—in other words, they wouldn't have attended anyway. Thus, such financial arrangements can often provide purely marginal income with little up-front investment or ongoing cost to the institution.

In addition to these online ventures, adaptive learning platforms/providers offer focused education programs and skills-development courses. The most widely known are Knewton (www.knewton.com) and Khan Academy (www.khanacademy.org).

MOOCs News Resources

The Chronicle of Higher Education offers regular news and updates about MOOCs at “What You Need to Know About MOOCs” at <http://chronicle.com/article/What-You-Need-to-Know-About/133475>

Also, see its blog, “The Wired Campus: The Latest News on Tech and Education” at <http://chronicle.com/blogs/wiredcampus>

APPENDIX II: KEY ONLINE TERMS AND CONCEPTS

Boards should also understand some of the pedagogical terms and systems used in online education today. For example, **blended learning** is a term that essentially means augmenting traditional classroom education with various forms of online learning. Elements of the “spices” described earlier might be offered as part of the delivery of traditional courses, allowing students access to materials, elements, or exercises presented outside of the classroom and traditional recitation sessions. Blended learning is increasingly popular with both faculty members and students because it uses technology to give students additional content and allows them to work in a medium (online) that they are increasingly more comfortable with—and often prefer. It also lets faculty members, when working face-to-face with students, focus less on content delivery and more on content analysis and discussion, as well as on assessing what students have actually learned.

Learning-management systems (LMS), originally developed in the 1990s as a part of early efforts to advance online education, provide the IT structure and platform upon which faculty members can build their pedagogy. Professors and students discovered that these tools—which automate the process of course delivery and content presentation using IT—were quite valuable in improving traditional classroom pedagogy. Many colleges and universities developed their own in-house learning-management systems during that decade, and some spun off those systems into commercial offerings—such as Blackboard (from Cornell University) and Angel (from Indiana University). Today, the main commercial providers include Blackboard and Desire2Learn; many other companies were either bought out by Blackboard or went out of business.

In the past decade, as costs for LMS have skyrocketed and competition has been eliminated, this market has seen the rise of open-source and community-source platforms, such as Moodle and Sakai, to compete with the commercial systems. The new platforms have become increasingly popular among institutions of all types and sizes.

A recent entry into the LMS market, Instructure’s Canvas product, is available to institutions as an open-source product, as well as in a “cloud” version. In this “hybrid” model, institutions can elect to take the code freely (though it is not clear how well it is supported by other users in the community) and host it on their own campus IT infrastructure (servers), or they can use a version offered by Instructure (for a fee based upon the size of the institution) and delivered to their campus users via the Internet. Colleges and universities that have adopted either the open/community-source tools and the Instructure cloud approach have significantly reduced the costs of providing LMS, allowing them to invest such savings—if they are wise enough to do so—in other forms (spices!) of online learning.

Note: Some of these LMS providers are moving into the MOOCs market, suggesting that their platforms can host MOOCs. This remains to be seen in practice, especially for the commercial providers, due to licensing requirements that may significantly increase the costs of some LMS options.

Additional Articles

What Campus Leaders Need to Know About MOOCs

An EDUCAUSE Executive Briefing

-
- » MOOCs (massive open online courses) are courses delivered over the web to potentially thousands of students at a time.
 - » While MOOCs have captured the interest of many, the business models and return on investment are still evolving.
 - » Currently most MOOCs rely on traditional lecture approaches; students must self-organize study groups or discussion.
 - » Institutions may experiment with MOOCs as a brand extension; others must determine how MOOCs fit their instructional portfolio.
 - » MOOCs may catalyze new approaches to credentialing.
-

Massive open online courses—MOOCs—are online courses that are free and open to anyone, with essentially unlimited enrollment.

How MOOCs Work

MOOCs are online courses where lectures are typically “canned,” quizzes and testing are automated, and student participation is voluntary. They attain large scale by reducing instructor contact with individual students; students often rely on self-organized study and discussion groups. An alternative model allows students to vote on which questions should rise to the professor’s attention (e.g., Coursera). edX encourages students to rely on each other, awarding “Karma points” to students who correctly answer other students’ questions. As points accrue, students’ roles can expand, e.g., to a teaching assistant.

Initial MOOCs have often been from disciplines that lend themselves to quantitative assessment, such as engineering, computer science, and math. However, MOOCs are becoming applicable to all fields as the platforms enable assessment methods such as peer review. MOOCs generate massive quantities of data about learner behavior, which can be used to understand cognitive growth and how to improve instruction. Some platforms may evolve from course-delivery systems toward adaptive learning platforms—systems that personalize the experience based on the learner’s performance.

MOOCs embody a convergence of technology and culture that is creating new energy around

The New Players

MOOC Platforms

[Coursera](#): A Stanford spinoff focusing on elite institutions and faculty. Major university partners include University of Virginia, Duke University, University of Pennsylvania, and University of Illinois.

[edX](#): The Harvard, MIT, and Berkeley collaboration to offer the best of all three institutions free online.

[Udacity](#): Disseminates select MOOCs in partnership with individual professors. Founded by ex-Stanford professor Sebastian Thrun after his MOOC went viral.

[Udemy](#): Allows anyone to create and offer a course, whether free or for a fee.

Adaptive Learning Platforms

While not MOOCs, [Knewton](#) and [Khan Academy](#) offer massively online material. As students work, these platforms track and correlate data generated—from time of day to clicks and response patterns—to personalize instruction. Ultimately all platforms may use data to adapt instruction to the learner.

e-learning. On the technology side, the tools enabling web-based instruction are more effective and reach greater scale than ever before. E-learning technologies that are widely used in MOOCs include:

- High-quality indexed video
- Data capture and analytics
- Delivery platforms that combine the qualities of social networking sites like Facebook with the content delivery, discussion, and grading functions of the traditional learning management system

From a cultural perspective, communication, collaboration, and knowledge discovery via the web have become commonplace. Sites like TED, Khan Academy, iTunesU, and YouTube, which house rich collections of instructional material, have paved the way for MOOCs.

The Current Value Proposition

Education Access

MOOCs provide access to education on a massive, international scale. Currently, most students who enroll in MOOCs are internationals and/or professionals rather than enrolled college students. This balance may shift as institutions develop models for integrating MOOCs into students' educational pathways. MOOCs provide instruction, but they also highlight the institution by featuring renowned professors. MOOCs can be used as primary or supplementary course material for instructors who wish to weave them into their curricula.

Experimentation

MOOCs represent an experiment in education that attracts talented instructors, technologists, and entrepreneurs. Many institutions are experimenting with MOOCs to inform instruction for large undergraduate courses. Commercial MOOC partners host sophisticated application platforms that mine click-stream data, which can be used to refine adaptive systems and tutoring algorithms that enhance learning effectiveness.

Brand Extension

MOOCs can extend the institution's reach and reputation internationally. Particularly among elite research institutions, MOOCs have become a way of enhancing the institution's brand and signaling innovation. Successful professors can gain a global following, building their own reputation—as well as the institution's—and creating new opportunities for collaboration.

What Remains to Be Seen

Business Model

There is no standard business model for how MOOCs will generate revenue. Venture capital and philanthropy have funded platform providers such as Coursera and edX. Currently, institutions and MOOC platform providers each bear their own costs and split any future revenue. Revenue opportunities include:

- **Data mining:** Sell student information to potential employers or advertisers.
- **Cross- or up-sell:** Course materials (e.g., videos) are freely available, but ancillary services like assignment grading, access to the social networks, and discussions are fee-based.
- **Advertising model:** Courses have named sponsors.
- **Tuition model:** Students pay the originating institution for course credit.
- **Spin off/licensing model:** Sell the course, parts of the course, or customized versions of the course to institutions or businesses for their internal use; license institutional use of the MOOC platform itself.

Who Is Offering MOOCs?

Primarily offered by high-prestige name-brand universities, MOOCs are often taught by high-profile faculty on popular and diverse topics. The list of American institutions offering MOOCs is growing exponentially. New institutions jump into MOOCs seemingly every week. To date, 22 of the institutions listed in *US News'* top-25 best-colleges rankings for 2013 offer MOOCs or similar free offerings, including Harvard, Princeton, Yale, Columbia, MIT, Stanford, Duke, University of Pennsylvania, Cal Tech, Dartmouth, Northwestern, John Hopkins, Brown, Rice, Notre Dame, Vanderbilt, Emory, UC Berkeley, Carnegie Mellon, UCLA, and University of Virginia. Prestigious schools in Canada, Europe, Asia, the Middle East, and Australia also are offering or planning to offer MOOCs.

Pedagogy

Today's MOOC presents largely traditional instruction: lecture segments (often video), readings, and quizzes. The MOOC instructional paradigm works best for self-directed learners. Typically, only a fraction of enrolled students complete the course, and an even smaller subset (e.g., 5 percent) pass. However, options are likely to expand as MOOC pedagogy and technology matures.

Issues to Consider

Intellectual Property

Copyright clearance can be costly. Institutions are currently responsible for clearing copyright and for copyright violations when they partner with commercial MOOC providers. Copyright management of course materials can pose a

challenge. For example, educational fair-use claims are unlikely to hold when courses are open, and few can afford to license content when students number in the hundreds of thousands. Also, traditional institutional practices toward scholarly works might not apply because MOOCs may represent a significant university co-investment, potentially involving a substantial, ongoing infrastructure contribution.

Terms and Conditions. The “terms and conditions” of commercial MOOC companies require close scrutiny. Some commercial MOOC platforms have highly proprietary terms and conditions that claim ownership of course content and prohibit sharing or remixing of material. Not all MOOCs should be assumed to be “open.”

Identity and Credit

If credit is to be offered for a course, the identity of the student becomes important. While enrollment can be open, the student cannot be anonymous. The use of testing centers or other proctoring arrangements is one answer. Technology solutions that model the “fingerprint” of an individual’s online behavior or monitor the student and surrounding environment are another.

Open Courses, Credits, and Degrees

As new models for access, learning, and certification become more common, institutions will face decisions about course credits and degrees. Students already have access to courses from many providers, but not all are accepted for credit or count towards a degree. MOOCs are catalyzing exploration of alternative credentialing systems, including certifying prior knowledge. How MOOCs fit in an institution’s degree program is still being determined.

Three Questions Leaders Should Ask

Why jump on the MOOC bandwagon?

Possibilities include: for outreach and experimentation, to extend the brand, and to gain institutional experience with emerging forms of instruction. Ultimately MOOCs may become a source of revenue to drive down costs while opening access to learning.

Credit for MOOCs

Most MOOCs are offered as noncredit courses. While some American universities award “badges” or certificates of completion, to date only Colorado State University’s Global Campus has agreed to provide students full transfer credit toward a CSU bachelor’s degree for an introductory computer science MOOC. They must earn a “certificate of accomplishment” from Udacity, the company supporting the course, showing that they passed, and then pay \$89 to take a proctored examination also offered by Udacity through a secure, physical testing center.

What is our institutional capacity to deliver a MOOC?

MOOCs require investment. Whether the MOOC is self-hosted or offered through a commercial platform, integrated course support is required. Support requirements include:

- Technical (e.g., videography, editing, graphic design)
- Instructional (e.g., instructional design, teaching assistant support)
- Library (e.g., resource discovery, copyright clearance)

Institutions intending to self-host MOOCs will need a sophisticated, highly scalable LMS-like platform, the ability to effectively market the courses, and the capacity to offer technical system support remotely and at scale.

Where do MOOCs fit into our institution’s e-learning strategy?

MOOCs should fit in the overall portfolio of course offerings. Do they complement or substitute for current course models? And if MOOCs are not an option, will faculty with stature, confidence, and teaching experience go outside the institution to offer a MOOC?

EDUCAUSE is a nonprofit membership association created to support those who lead, manage, and use information technology to benefit higher education. A comprehensive range of resources and activities are available to all EDUCAUSE members. For more information about EDUCAUSE, including membership, please contact us at info@edUCAUSE.edu or visit edUCAUSE.edu.

Is This Time Different?

Questions for MOOCs and Online Learning Beyond 2012

Committee on Institutional Cooperation
Chief Information Officers

August 2012

Foreword

Each decade has proffered a new IT-enabled alternative to traditional, residential education, yet universities have continued to thrive. Early in the last decade, several university-backed online ventures fizzled while more recently some universities and for-profit institutions (e.g., Apollo group) have established successful online degree programs. Most recently, news of Massive Open Online Courses (MOOCs), venture-backed startups like The Khan Academy, Coursera, Udacity or institutional consortia like edX have renewed the question of IT-enabled alternatives to residential education.

Is this time different? Does the confluence of *improving technologies* in HD video, adaptive tutors, and fast connections; *economic pressures* regarding student debt and tuition; and *social readiness* to embrace distributed education with different relationships between students and instructors signal a substantial change for higher education?

The CIC CIOs believe this time will be different in its effect on residential universities relative to previous experiences, but the more enduring effects may not be the focus of the 2012 press. The CIOs offer our (1) near-term actions for campuses, (2) discussion questions for campus leaders, (3) additional context for recent developments in IT-enabled education, and (4) *State of the Union – Higher Education: Competitive Challenges to the Traditional Higher Education Model*, a compelling analysis by the Education Advisory Board.¹

1) Near-Term Actions

1. Engage purposefully in near-term trials of MOOCs, adaptive learning systems, and emerging technologies to develop institutional understanding while also formulating a longer-term strategy for engaging online learning for badges, professional development, MOOCs, credit-bearing courses, and degree programs.
2. Carefully model and analyze emerging business models for revenue-generating, free, and partnered courses that also incorporate costs for campus services and systems.
3. Ramp up institutional capacities for online course production to support instructional design, media development, assessment, and analytics.
4. Develop IT system readiness to integrate with a range of educational software that may need to link to campus system information for rosters, identity, services in a legal, secure and policy-compliant way.

¹ Shared with CIC Provosts by special permission of Education Advisory Board.

2) Discussion Questions for Campus Leaders

1. What kinds of online experiences are needed as *substitutes* or as *complements* for current models?

- Are freely available online resources (videos, exercises, assessments, etc.) needed to empower the flipped classroom model and serve as *complements* that improve satisfaction, efficiency, and efficacy of the residential learning experience?
- Are online, large-scale experiences needed that become *substitutes* to traditional, residential classroom experiences through the engagement of thousands of peer learners and adaptive software?
- Are online experiences needed that establish by certification basic competency in disciplines? If so, what is the form of that certification and does it serve as a complement or substitute to the curriculum and major and direct interaction with faculty?

2. Why does scale matter for distributing university content, modules, courses, or degrees beyond current models?

- a. For fee reasons – do we want to:
 - i. Grow new sources of revenue with “profit” margins that scale faster than costs?
 - ii. Reduce costs per credit hour for students?
 - iii. Grow base of click-stream training data for refining adaptive analytics and tutoring algorithms to enhance learning effectiveness?
 - iv. Grow access to courses/degrees to satisfy demands for educating more citizens?
- b. For free reasons – do we want to:
 - i. Amplify and increase awareness of our institutional brand?
 - ii. Recruit top students?
 - iii. Contribute to the social good?
- c. For research reasons – do we want to:
 - i. Develop deeper understanding of human cognitive growth?
 - ii. Refine better methods for teaching specific content?

3. What is lacking within the institution to achieve its online objectives?

- a. Foundational components – Do we have the:
 - i. *Capital* to invest and risk in online course production?
 - ii. *Access* to markets of potential students via course placement in portals/aggregators for discovery, marketing, access, etc.?
 - iii. *Technology* platform and integrated infrastructure for conducting online courses or courses at Internet scale?
- b. Skills required – Do we have the:
 - i. *Content expertise* for online course development?
 - ii. *Process expertise* in how to do instructional design for online, faculty pedagogical training, analytics expertise, business model development, etc.?
 - iii. *Staff* to support services to distant students, maintain accreditation and legal compliance?
- c. Organizational change – Do we have the:
 - i. *Political will* regarding change and uncertainty?
 - ii. *University partners* to offer a broader array of lessons, courses, or degrees?
 - iii. *Construct* that amalgamates and presents college offerings in a cohesive outwardly facing CIC or University view

4. **What kinds of *partners* are needed and why? What are the non-negotiables in any partnership and why?**
 - a. What are the walk-away provisions?
 - b. Are there exclusivity expectations?
 - c. How will conflicts be resolved?
 - d. What is the basis for cost and revenue sharing?
 - e. What are the reputational risks related to partners' actions?
 - f. Who owns the IP and on what terms is it licensed for reuse?

5. **What is the degree of *urgency* and why?**
 - a. What opportunities are perishable?
 - b. What is the ramp up time to desired outcomes?
 - c. What are the explicit risks/benefits of moving too early or too late?
 - d. Does participation enable an ability to shape the terms of engagement?
 - e. What is the degree of institutional readiness to engage in online learning?

3) Additional Background

1. **A number of factors provide incentives and context for growth in online learning, and these may combine to have a significant impact on higher education.**
 - a. Governments, Boards and stakeholders desire and are acting to create more affordable education options (e.g., Western Governor's University, etc.).
 - b. Universities are experimenting and seeking potential first mover advantages as innovators and parts of consortia.
 - c. Venture funds are investing in new commercial models and see the Internet as creating a low barrier to entry.
 - d. Reduced costs to produce and deliver mixed media for traditional educational experience.
 - e. Improvements in information technology infrastructure extending reach.

2. **The path to monetizing "free" courses at Internet Scale remains unclear.** "MOCs" or Massive Online Courses (not free) may provide an interesting middle path to access (a) the benefits that only occur at a scale larger than traditional courses, (b) have a sustainable revenue stream to cover their costs, and (c) provide valuable university credit. New models of pay, subsidized, and free may rapidly evolve with experience, and institutions will want to remain nimble to adapt with opportunities. This is a time of caution for any long-term deals.

3. **Early commercial innovators are aggregating courses across known university brands to establish scale in distribution rather than developing their own content from scratch.** This differs from some previous online commercial ventures. If scale matters – and it appears that it does – then should the CIC directly and urgently assess the value in creating scale together? A number of factors may affect the desirability of CIC affiliation relative to the growing options.

4. **Faculty support for pedagogy and creation of online materials will take enhanced and integrated support from campus providers of pedagogical, technological, audio visual, content expertise, etc.** These are not specific to MOOCs or distance learning and are needed for campus blended and "flipped classroom" courses also.



MOOCs: Get in the Game

In July 2012, John V. Lombardi (someone I have admired for nearly three decades and came to know personally during our shared time in Louisiana) wrote that investing in Massive Open Online Courses (MOOCs) as the “next big thing” in higher education is largely about institutions trying to “seek visibility and preeminence to validate their claims of significance and advertise their association with the latest educational trends and enthusiasms.”¹ Lombardi was spot-on in assessing that these “free” courses are by no means free and that many questions remain to be answered. However, I would argue that there is value in institutions sticking their proverbial toe in the MOOC waters, as my own institution—and scores of others—have done via Coursera and other MOOC efforts.

In the EDUCAUSE 2012 session “MOOCs: The Coming Revolution,” which I presented with Coursera’s co-founder Daphne Koller, I opened my portion by emphasizing that the current IT-driven disruption is not actually about information technology but is, rather, about pedagogy. I’ll take this opportunity to state my view again: the focus of this disruption should be on teaching and learning. However, I believe that there is value in having the IT organization take an active role in helping the institution to embrace this change, even going so far as to move onto “point” for change. I believe the move by my institution, the University of Maryland (UMD), into Coursera perfectly illustrates why institutions—and IT leaders and organizations—should get involved with some form of MOOC initiative at this time. I see two primary reasons, along with a third, more fundamental reason beyond those two.

First, there are opportunities available. The current “name-brand” MOOC entries are still interested in developing content-providing partners: Coursera has expanded twice, growing from its original four partners to thirty-three as of December 2012; edX has grown from the Harvard-MIT founders to include the University of California–Berkeley, the University of Texas System, Georgetown University, and Wellesley College.

Second, this is what leading institutions do. As UMD President Wallace Loh said, we stick our necks out (in the metaphor of our mascot, the terrapin). Presidents and provosts at all levels of institutions are, if not under pressure, certainly being encouraged by their boards, legislatures, donors, and others in the community to take action. They are also being pushed by their own faculty, who are eager to give MOOCs a try.

Third, and more fundamentally important, actively participating may be a better way to learn than simply watching from afar. I believe we’re at a point of change, where information technology not only is useful for automating the status quo in teaching and learning

but can be truly transformative in the evolution of pedagogy (perhaps rapidly) to a “flipped classroom” model. By actively engaging in these start-up efforts, we bring the lessons directly to our campuses and, more important, to our faculty and our academic staff who must assume leadership for how our colleges and universities embrace online and blended education.

Institutions that take a responsible approach and make a reasonable investment of time and resources to get *a few* courses into a MOOC environment can benefit by seeing things up-close and personal. The debate about all aspects of MOOCs is only getting started; it will become even more robust as more data on experiences emerges and as more people join the discussion.² Being “in the game,” rather than simply watching from the sidelines, provides a better set of insights to inform that robust debate. We will be able to use our own experiences to judge what our unique institutions do rather than basing our decisions on the experiences and views of others who are *not us*.

Although UMD is still in the early days with MOOCs, I can share our experience to date:

- *Contracting with the provider.* Working out our contract with Coursera was not overly challenging. I’ll credit that to the flexibility of Coursera and its understanding of the concerns of higher education institutions. The agreement is not secret, with many of them available for perusal online, including UMD’s.³
- *Choosing the course offerings.* Recruiting faculty and selecting courses was a task of winnowing to a reasonable number from a large set of quality offerings (rather than hunting for volunteers). Today, we have a steady flow of faculty who are interested in being “in the next wave,” and our first Coursera offerings won’t debut until early spring of 2013. In fact, at this time, our biggest challenge involves how to deftly and sensitively say “No, not just now, maybe later” to an increasingly eager and ambitious number of faculty.
- *Preparing the courses.* Here, we are still gaining knowledge. The first to-do with Coursera involved creating the “course landing pages” (like “trailers” for a coming-attraction movie). This was revealing on many levels, including the need to establish better video support services (we used our University Relations studio and talent) and also support for our faculty on “being ready for their close-up.” What we’re only now starting to understand is how much goes in to actually preparing the course “modules”: Coursera’s structure encourages faculty-led “imparting” sessions of 12 to 15 minutes, augmented with associated assignments, discussions, and assessment



By BRIAN D. VOSS



Steve McCracken © 2013

exercises to create learning modules delivered via its online platform in a synchronous approach.

The challenges we've exposed in our process have illuminated a broader set of questions:

- *What is this new approach to pedagogy?* There is a definite need for a better understanding on the part of faculty of what the new *paradigm of pedagogy* means to them. Many faculty may come to the discussions thinking of the current model of IT enablement in blended and online learning, which is largely one of using information technology (learning management systems and their many attendant parts) to automate the process of course delivery, with little impact in the classroom or in the curriculum. Coursera's approach is challenging this model and is opening up what may be a renaissance in faculty members' approach to teaching (and students' approach to learning) in a 21st-century IT environment. What we have here is a new way to apply an old IT term—Business Process Reengineering—to the fundamental business of our universities.
- *MOOCs are "it," right?* The focus on this "next big thing" has often been viewed as a search for what might be called the *Highlander Model*⁴—that is, *there can be only one*, and MOOCs are the one. Of course, MOOCs are just a single tool in the online education toolbox. We need to stop thinking in terms of a MOOC revolution and instead think in terms of *teaching and learning* revolution, of which MOOCs are just one (currently very disruptive) element.
- *Do we need another administrator?* A critical challenge is the shortness of time to act. Events are transpiring quickly, and the revolution in online education may not patiently wait for the *evolution* of our institutions in terms of how our faculty and scholarly support structures respond. Several leading

institutions have decided that there is value in a senior-level position (e.g., vice provost, special assistant to the president), not necessarily to take ownership of all facets of online education but to coordinate the process by which an institution can quickly evolve its collaborative activities.

- *What is the role of information technology?* Many observers, including me, argue that MOOCs are not really about information technology and are not something that should be led by the IT organization. That said, as the debate rages in the academic divisions and the cabinets of our institutions, the IT organization is well positioned to take a "recon" role—that is, to establish a beachhead, or a pilot, or a furtive first experiment or discussion. I'm sure I'm not the only CIO to be called by the president or provost when the MOOC events began to unfold. This makes sense: those of us in information technology are well positioned to contribute in turbulent times. Our challenge will be how to do so and then how to relinquish the point position when the academic divisions are ready to assume their rightful place leading this charge into our future.

In his blog post, Lombardi advises colleges and universities to watch and wait until the leading institutions have experimented and developed a viable strategy that can deliver value (from MOOCs) to their communities. He further cautions that governing boards should exercise caution in demanding trendy responses from their institutions and that it is often best to observe, study, and evaluate and to perform a cost-benefit analysis before jumping onto the next big thing. This is sound advice for many, to be sure.

But I would argue that we can better do these things—including learning about these new environments, platforms, and processes so as to apply their value in the broader blended and online initiatives we undertake, well beyond MOOCs—by taking an active role rather than simply watching and waiting. We should be in this game, and actively so. Our higher education institutions are about creating, sharing, and preserving knowledge. By taking an active role in the MOOC revolution, we are fulfilling the first, to the benefit of the second. ■

Notes

1. John V. Lombardi, "The Next Big Thing," *Reality Check (Inside Higher Ed)* blog, July 23, 2012, <http://www.insidehighered.com/blogs/reality-check/next-big-thing#ixzz2EaNNSQ00>.
2. See, for example, Doug Guthrie, "Jump Off the Coursera Bandwagon," *Chronicle of Higher Education (Commentary)*, December 17, 2012.
3. "Online Course Hosting and Services Agreement," http://www.president.umd.edu/legal/irpdpdfs/coursera_contract_2012.pdf.
4. On the *Highlander* movie, see <http://www.imdb.com/title/tt0091203/>.

Brian D. Voss is Vice President and Chief Information Officer at the University of Maryland.

© 2013 Brian D. Voss. The text of this article is licensed under the Creative Commons Attribution-NoDerivs 3.0 Unported License (<http://creativecommons.org/licenses/by-nd/3.0/>).

Bibliography and Other Sources of Information

ACCREDITATION

"American Council on Education to Evaluate Credit Equivalency for Coursera's Online Courses; ACE Assessment to Expand Coursera's Benefits to Students." *Marketwire*. November 13, 2012.

Tamar Lewin, "College Credit Eyed for Online Courses." *The New York Times*. November 14, 2012.

Justin Pope, "New frontier for scaling up online classes: credit." *Associated Press Online*. November 19, 2012.

ANALYTICS

Michael M. Crow, "No More Excuses: Michael M. Crow on Analytics." *Educause Review*. July/August 2012.

Rodney J. Petersen, "Policy Dimensions of Analytics in Higher Education." *Educause Review*. July/August 2012.

FINANCE

Jeb Bush, "No dorm, gym or debt: Online classes could partly solve the financial crisis of higher education." *Grand Rapid Press*. December 8, 2012.

Rita Kirshstein and Jane Wellman, "Technology and the Broken Higher Education Cost Model: Insights From the Delta Cost Project." *Educause Review*. September/October 2012.

Tamar Lewin, "Students Rush to Web Classes, But Profits May Be Much Later." *The New York Times*. January 7, 2013.

John K. Waters, "The High Cost of College: Is Tech Part of the Problem or the Solution?" *Campus Technology*. June 2012.

MOOCs

"Learning new lessons: Free education." *The Economist*. December 22, 2012.

Nick Anderson, "Online classes will grant credentials, for a fee." *Washingtonpost.com*. January 9, 2013.

Nick Anderson, "The market for a free university." *Washingtonpost.com*. November 12, 2012.

Zoe Corbyn, "This could be huge..." *Times Higher Education Supplement*. December 6, 2012.

"Coursera Announces University Advisory Board: Senior Academic Officials From Duke, EPFL (Lausanne), Georgia Tech, Illinois, University of Melbourne, Michigan, Penn, Princeton and Stanford Appointed to Guide Coursera's Mission to Broaden Education Experiences in Classrooms and Across the World." *Marketwire*. December 6, 2012.

Thomas Friedman, "Revolution Hits the Universities." *The New York Times*. January 26, 2013.

Kenneth C. Green, "Mission, MOOCs & Money." *Trusteeship*, January/February 2013.

Daphne Koller, "Top College Courses, for Free?" *schoolsofthought.blogs.cnn.com*. September 23, 2012.

Steve Kolowich, "Riding the MOOC Wave." *Inside Higher Ed*. August 17, 2012.

John V. Lombardi, "MOOCs and the Future of the University." *Inside Higher Ed*. November 12, 2012.

John V. Lombardi, "The Next Big Thing." *Inside Higher Ed*. July 23, 2012.

Kris Olds, "Memo to Trustees re: Thomas Friedman's 'Revolution Hits the Universities.'" *Inside Higher Ed*. January 27, 2013.

Laura Pappano, "The Year of the MOOC." *The New York Times*. November 4, 2012.

Carlo Salerno, "Bitter Reality of MOOCconomics." *Inside Higher Ed*. August 9, 2012.

Martin D. Snyder, "Much Ado about MOOCs." *Academe*. November/December 2012.

"What You Need to Know About MOOCs." *The Chronicle of Higher Education*.
<http://chronicle.com/article/What-You-Need-to-Know-About/133475>.

Scott J. Wilson, "THE FIVE: Going online to learn from some of the best." *Los Angeles Times*. December 9, 2012.

ONLINE LEARNING IN GENERAL

Kevin Carey, "The Siege of Academe." *Washington Monthly*. September/October 2012.

Angela Chen, "Florida Ponders Opening an Online-Only Public University." *The Chronicle of Higher Education*. September 14, 2012.

Cathy N. Davidson, "Size Isn't Everything: For academe's future, think mash-ups, not MOOCs." *The Chronicle of Higher Education*. December 10, 2012.

James J. Duderstadt, "Change and the Research University." *Educause Review*. May/June 2012.

Susan Grajek and Judith A. Pirani, "Top-Ten IT Issues 2012," *Educause Review*. May/June 2012.

Chris Parr, "Virtual rise shrinks value of campus in US minds." *Times Higher Education Supplement*. December 6, 2012.

Jonathan Rees, "The Obsolescence Question." *Inside Higher Ed*. July 30, 2012.

Scott Travis, "Online college studied: Board of Governors looks for ways state can become leader in Internet-based education." *Sun-Sentinel*. December 18, 2012.