

BOARD OF GOVERNORS
October 4-5, 2011
Colorado State University-Pueblo
Aspen Leaf Room, Occhiato University Center
AMENDED

TUESDAY, October 4, 2011

COMMITTEE MEETINGS

Continental Breakfast	9:30 a.m. – 10:00 a.m.
Commence Meetings – Call to Order	10:00 a.m. – 4:00 p.m.
Evaluation Committee (Mary Lou Makepeace, Chair)	10:00 a.m. – 11:00 a.m.
Finance Committee (Don Elliman, Chair)	11:00 a.m. – 1:00 p.m.
Real Estate/Facilities Committee (Ed Haselden, Chair) <i>and Working Lunch</i>	1:00 p.m. – 2:00 p.m.
Break	2:00 p.m. – 2:15 p.m.
Audit Committee (Scott Johnson, Chair)	2:15 p.m. – 3:00 p.m.
Student Affairs Committee (Pat McConathy, Chair)	3:00 p.m. – 4:00 p.m.
Tour of Campus Housing at CSU-Pueblo*	4:00 p.m. – 5:00 p.m.
Board of Governors Dinner at Fifteen Twenty-one Restaurant	6:00 p.m. Reception/6:30 p.m. Dinner

WEDNESDAY, October 5, 2011

Continental Breakfast for the Board of Governors	7:30 a.m. – 8:00 a.m.
COMMENCE MEETING - CALL TO ORDER	8:00 a.m. – 2:00 p.m.
1. PUBLIC COMMENT	8:00 a.m. – 8:05 a.m.
2. CSU-PUEBLO PRESIDENTIAL SEARCH	8:05 a.m. – 9:05 a.m.
3. BOARD CHAIR’S AGENDA	9:05 a.m.-9:20 a.m.
4. EXECUTIVE SESSION	9:20 a.m. – 9:50 a.m.
5. FACULTY& STUDENT REPRESENTATIVES’ REPORTS	9:50 a.m. – 10:30 a.m.
A. <u>Faculty Reports</u>	
• CSU-Pueblo: Faculty Report (10 min.)	
• CSU-Fort Collins: Faculty Report (10 min.)	
B. <u>Student Reports</u>	
• CSU-Pueblo: Student Report (10 min.)	
• CSU-Fort Collins: Student Report (10 min.)	
6. CHANCELLOR’S REPORT	10:30 a.m. – 10:50 a.m.
7. SYSTEM REPORTS	10:50 a.m. – 11:30 a.m.

**See Walking Stick and other residence halls*

8. PRESIDENTS' REPORTS and CAMPUS UPDATES 11:30 a.m. – 12:20 p.m.

- A. **CSU-Pueblo:** Interim President's Report – Presented by Julio Leon (10 min.)
- B. **CSU-Global:** President's Report – Presented by Becky Takeda-Tinker (10 min.)
- C. **CSU-Fort Collins:** President's Report – Presented by Tony Frank (30 min.)

LUNCH 12:20 p.m. – 12:30 p.m.

9. COMMITTEE REPORTS AND RESOLUTIONS and Working Lunch 12:30-1:35 p.m.

- A. **Academic Affairs Committee (Dorothy Horrell, Chair)** (15 min.)
- B. **Evaluation Committee (Mary Lou Makepeace, Chair)** (10 min.)
- C. **Finance Committee (Don Elliman, Chair)** (10 min.)
- D. **Real Estate/Facilities Committee (Ed Haselden, Chair)** (10 min.)
- E. **Audit Committee (Scott Johnson, Chair)** (10 min.)
- F. **Student Affairs Committee (Pat McConathy, Chair)** (10 min.)

10. CONSENT AGENDA 1:35 p.m. – 1:45 p.m.

A. CSU System

- Approval of July 2011 and September 2011 Academic Affairs Committee Meeting Minutes
- Approval of August 2011 Evaluation Committee Meeting Minutes
- Approval of August 2011 Finance Committee Meeting Minutes
- Approval of August 2011 Real Estate/Facilities Committee Meeting Minutes
- Approval of August 2011 Audit Committee Meeting Minutes
- Approval of August 2011 Student Affairs Committee Meeting
- Approval of August 2011 Board of Governors Regular Meeting Minutes

- System Accreditation Policy**
- Mission Statement Policy**
- Proposed Academic Programs Policy**
- Proposed Academic Program Review Policy**
- Proposed Appellate Review of Faculty Dismissal and Designated Grievance Decisions Policy**
- Appellate Review of Decisions Concerning Competition With the Private Sector**

B. CSU-Fort Collins

- Non-Delegable Personnel Actions
- Emeritus Rank Appointments**
- Revisions to Sabbatical leave**

C. CSU-Global

- School Organization**

**Approved for Board consideration at the September 13th Academic Affairs Committee Meeting

11. ADJOURNMENT

2:00 p.m.

APPENDIX

PLEASE NOTE in the Appendix you will find:

- Construction Status Reports
- Readings on Higher Education

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**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES
CSU System Office, 410 17th Street, #2440, Denver, Colorado
13 September 2011
MINUTES**

CALL TO ORDER

D. Horrell, Chair of the Committee, called the meeting to order at 10:30 A.M.

ROLL

Committee Members Present: D. Elliman, Vice Chair; C. Makela, CSU-Fort Collins Faculty Representative; K. Proctor, CSU-Pueblo Faculty Representative.

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

SYSTEM ITEMS

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

- **Emeritus Rank Appointments and Brief Summaries, CSU-Fort Collins.**

The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. This honorific designation conveys to the qualified retirees the appreciation of the Board for years of fine service to the students, campus, and System. (Brief bios of honorees in Board books) The Committee agreed to recommend approval by the Board.

1. V. Baez, Associate Professor, Social Work
2. R. Seiz, Assistant Professor, Social Work
3. R. Mortimer, Professor, Clinical Sciences
4. D. Cochenour, Professor, University

- **Revisions to Sabbatical Leaves, CSU-Fort Collins.**

The Board approves Sabbatical Leaves and revisions to approved leaves. The Committee agreed to recommend approval by the Board.

1. J. Kim, Music, Theatre, and Dance: Cancel (Spring 2012)
2. M. Elliott, Chemistry: Change (Spring 2012 to Fall 2011)

- **Regional Accreditation Process, CSU-Fort Collins.**

R. Miranda indicated that the campus will host a site visit for regional accreditation by the HLC in Spring 2014, using the current prescribed process and standards. The HLC has recently adopted a new process and standards and CSU-Fort Collins report in the future in accordance with the new process and standards. While many changes have occurred, the major difference will require annual reports on designated items or areas rather than reporting on everything on the current decennial schedule. As a result, Miranda noted that the campus will appoint a part-time Accreditation Liaison to manage the process. During the coming months before the campus visit, the Steering Committee will develop the required self-study, with consultation across the campus. Governor D. Horrell and G. M. Dennison will provide liaison for the Board and System staff.

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- **Proposed System Accreditation and Mission Statement Policies.**

Noting that no such policies currently exist, Dennison introduced and discussed the proposed policies concerning 1) campus maintenance of regional and disciplinary or special accreditation, with procedures for involving the Board and System staff, and for reporting the results to the Board; and 2) regular (at least every five years) review of campus Mission Statements, with Board approval of any revisions. The Committee agreed to recommend approval by the Board.

- **Memorandum of Understanding Between CSU-Fort Collins and INTO.**

R. Miranda reported on continued discussion with INTO, a private firm that provides special services to campuses interested in increasing the enrollment of international students. Some years ago, CSU launched a program to internationalize the campus with a goal of increasing the number of international students to roughly 9 percent of total enrollment. CSU has also visited and discussed the quality and responsiveness of the INTO services with administrators and faculty of two U.S. Universities that have existing contracts with INTO, and heard only very favorable reports. CSU wishes to pursue the relationship because of the potential benefits for 1) the international students who come to the campus, 2) all students and faculty on campus because of the enhanced diversity; and 3) the economic benefit to the campus generally. In collaboration with the host campus, INTO provides a special program of studies – language, orientation to American culture, and 30 academic credits from CSU -- during the first year on campus that maximizes the chances for academic success of the entering students. CSU will retain of control all academic instruction and the final admission decisions. The students do not become degree-seeking matriculants until after successful completion of the prescribed bridge program and admission by the CSU Office of Admissions. Based on the discussion to date, CSU proposes to enter into a non-binding Memorandum of Understanding with INTO to 1) resolve all outstanding issues and 2) negotiate an acceptable contract for consideration by the Board. President Frank indicated that he will not sign the contract until the Board endorses it. The Committee authorized the campus to proceed with the non-binding MOU.

- **Academic Organizational Proposal: CSU-Global.**

Following successful accreditation by the HLC, and the approval of several new academic degree programs, CSU-Global proposes to establish two Schools within the University to house the academic programs. This organizational structure will facilitate the engagement of the faculty in academic planning and programming, allowing greater attention to outcomes assessment, grading practices, quality control, and the deployment of teaching faculty. The Committee agreed to recommend approval by the Board.

- **Proposed Peer Group, CSU-Global.**

J. Bellum reviewed the criteria and framework for identifying an appropriate peer group for CSU-Global. As he noted, the task involves some difficult issues because of the unique attributes and characteristics of CSU-Global. The factors that drove the preliminary list included 1) public status, 2) focus on adult learners, 3) fully online; 4) mix of undergraduate and graduate

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students, 5) adjunct faculty model, and 6) an aggressive growth mode.

Governor Elliman suggested the need to include some private sector competitors as a reality check. Bellum explained the omission because of concern for actual peer standing and to avoid the unfavorable image currently conveyed by many private online institutions. As a solution to the image problem, CSU-Global will develop a list of “Competitors” rather than “Peers.” Such a list will allow the kinds of comparisons that will support appropriate management decisions. The discussions will continue with a proposed listing in the November meeting

- **Proposed Peer Group: CSU-Pueblo.**

P. Dorhout reviewed the proposed criteria used to identify a new Peer Group for CSU-Pueblo, including: 1) Public, state-supported status; 2) confers bachelor’s, master’s, and selected professional doctorate degrees; 3) undergraduate enrollment, 4,000-9,000, and graduate enrollment, 200-2,500; 4) in addition to the usual Liberal Arts disciplines, AACSB- accredited Business program, Nursing program, and ABET- Engineering program; and 5) appropriate quality and special indicators, such as graduation rate, retention rate, percent of minority students, and percent of students with Pell Grants. The proposed criteria reveal that the current Peer Group does not work well. The proposed Peer Group has 20 institutions that essentially “look like” CSU-Pueblo, but also provide for some aspirational stretch in key quality areas. Committee members inquired about the number of doctorates the campus will award in five years (about 25 per year), and about possible salary considerations. The discussion will continue on the campus with a recommendation coming to the Committee in November for subsequent consideration by the Board.

- **Proposed New and Revised Academic Program Proposal and Program Review Policies.**

Noting that no such policies currently exist, Dennison reviewed the need for the policies to assist the Committee and the Board in consideration of the quality and responsiveness of academic programs. The program proposal policy includes the elements required by the CCHE for the consideration of new programs, and the Board must approve all new and revised programs. The program review policy focuses on the regularity of reviews; quality, student learning outcomes, and responsiveness of the reviewed programs; and related resource concerns. The campuses will prepare summaries of the program reviews for reporting to the Board. The Committee agreed to recommend approval by the Board.

- **Proposed Appellate Review of Faculty Dismissal and Designated Grievance Decisions and Appellate Review of Decisions Concerning Competition With the Private Sector.**

Noting that such policies do not currently exist, Dennison explained that all decisions for the dismissal of tenured or tenure-track faculty members – for cause, for incapacitating illness, or because of financial exigency -- require appellate review by the Board, as do any grievance decisions with the President as a party (the President has final authority for all other grievance decisions, except as noted those involving the dismissal of tenured or tenure-track faculty members). In addition, the Board provides appellate review on request of decisions by the

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President concerning allegations of inappropriate competition with the private sector. The General Counsel assisted with the development of these proposed policies. The Committee agreed to recommend approval by the Board.

REPORT ITEMS

- **AGB Statement on Board Responsibility for Oversight of Academic Quality and AGB Survey of Board Involvement in Oversight of Academic Quality.**

Because of time constraints, the Committee members did not discuss the documents in detail but indicated that their review led to the conclusion that Boards have the fiduciary responsibility for academic quality. To assist in the exercise of this responsibility by the Committee, and to keep the Board informed of relevant issues, the Chair requested that the Provosts and Faculty Representatives work with Dennison to develop 1) a matrix of factors affecting the quality of the academic experience on the campuses, 2) formats for reports analyzing the factors and indicators of quality in programs and the student experience, and 3) a schedule for discussions and reports to the Board by the Committee. In addition, the Chair requested attention to the kinds of questions the Board members wish to discuss for the information of the full Board. Existing reports undoubtedly include some of the factors, but the reports and schedules may not be as appropriate or useful as desired. The group will report progress in November.

- **CCHE Master Plan Process.**

Dennison noted that the CCHE began with the “Degree Dividend” but has moved on with the adoption of four goals based on the “Dividend” document for inclusion with the Master Plan for Higher Education. The goals focus specifically on 1) increasing the number of degrees awarded annually so as to bring the level of degree attainment in Colorado to 60% of the state population; 2) closing the attainment gap between the majority and minority populations, paying attention to adverse disparities for first-generation, rural, urban, and low-income students; 3) reducing or eliminating the need for remediation for entering colleges students; and 4) assuring appropriate funding for the achievement of these goals, while also adjusting the balance of support from the current 25% state-appropriated, 75% tuition support to a 50-50 mix. Discussion of specific strategies for the achievement of these goals will occur over the next two months, culminating in a December meeting with System heads and Board Chairs to reach agreement. The resulting master plan will also use the goals and strategies in the development of the elements of the performance-based or incentive contracts for the Systems and campuses scheduled for implementation in 2016.

- **Task Force on PWR Diploma Endorsement.**

Dennison reported that he will serve as a member of the Task Force charged to develop the criteria and assessment protocols for the Postsecondary and Workforce Readiness High School Diploma Endorsement authorized by Senate Bill 08-212. The Task Force will meet over the coming months to reach agreement by November in preparation for a meeting in December

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with the System Heads and Board Chairs for acceptance of the criteria and assessment protocols. The Diploma Endorsement cannot be implemented without the support of the Governing Boards. If implemented, the Diploma guarantees, to the graduating seniors receiving it, 1) automatic admission to “open or selective public institutions of higher education in Colorado,” without remediation; and 2) “priority consideration, in conjunction with other criteria,” by “all other (highly selective) public institutions” in Colorado. The work has just begun and Dennison will report progress to the Committee.

NEXT MEETING.

- Date: 8 November 2011, 10:00, A.M. to 12:30, P.M.
- Tentative Agenda Items identified on Tentative Agenda distributed on 14 September by email.
- Campuses must submit Agenda Items for Inclusion on the Agenda on or before 31 October 2011.

The Committee adjourned at 12:20, P.M.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AFFAIRS COMMITTEE MEETING
CSU System Office, 410 17th Street, #2440, Denver, Colorado
13 SEPTEMBER 2011
10:30, A.M. – 12:30, P.M.
AGENDA**

D. Horrell, Chair, Presiding

- I. Roll Call**
- II. July Meeting Minutes (Attachment 1)**
- III. Campus Discussion and Consent Items: G. M. Dennison, Chief Academic Officer**
 - A. CSU – Fort Collins, Consent and Discussion Items and Proposed Actions**
 - 1. Emeritus Rank Appointments (Attachments 2-3): Approve**
 - 2. Revisions to Sabbatical Leaves (Attachment 4): Approve**
 - 3. Report on Regional Accreditation Process, R. Miranda: Discussion and Approve System and Board Involvement (G. M. Dennison and Governor D. Horrell)**
 - 4. Continued Discussion of Proposed Memorandum of Understanding Between CSU and INTO: R. Miranda: Discussion Only**
 - B. Draft System Accreditation and Mission Statement Policies (Attachments 5-6): Approve**
 - C. CSU – Global , Consent Items and Proposed Action**
 - 1. School Organization Proposal (Attachment 7): Approve**

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AGENDA (CONT.)

- 2. Proposed Peer Group (Attachment 8): Discussion Only
- D. CSU – Pueblo, Consent Items and Proposed Action
 - 1. Proposed Peer Group (Attachment 9): Discussion Only
- IV. System Discussion and Consent Items: G. M. Dennison, Chief Academic Officer
 - A. Board Involvement with Academic Quality
 - 1. Association of Governing Boards Statement and Survey (Attachments 10-11): Discussion Only
 - 2. Draft System Policies on New and Revised Academic Program Proposals (including Moratoria and Discontinuances) and Program Review (Attachments 12-13): Approve
 - B. Draft System Policies on Appellate Review of Faculty Dismissal and Designated Grievance Decisions and Appellate Review of Decisions Concerning Competition With the Private Sector (Attachments 14-15): Approve
 - C. Degree Dividend (Attachments 16-18): Discussion Only

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AGENDA (CONT.)

- D. Task Force on PWR Endorsement (Attachments 19-21): Discussion Only**
- V. Other**
- VI. Adjourn**

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ACADEMIC AFFAIRS COMMITTEE MEETING
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13 SEPTEMBER 2011**

SECTION I

Roll Call

Members of the Academic Affairs Committee:

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

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

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ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES
CSU System Office, 410 17th Street, #2440, Denver, Colorado
14 July 2011**

CALL TO ORDER

D. Horrell, Chair of the Committee, called the meeting to order at 1:00, P.M.

ROLL

Committee Members Present: D. Elliman, Vice Chair; M. L. Makepeace; C. Makela, CSU-Fort Collins Faculty Representative; K. Proctor, CSU-Pueblo Faculty Representative.

Others: G. M. Dennison, CSUS System Academic Officer; S. Bell., Executive Secretary to the Board; T. Frank, President, CSU-Fort Collins; B. Takeda-Tinker, President, CSU-Global; R. Miranda, Provost, CSU-Fort Collins; P. Dorhout, Provost, CSU-Pueblo; S. Teufel, Assistant to the Executive Secretary; L. Jensen, Director of Institutional Research, CSU-Fort Collins; A. Nededog, Chapter Advisor, SACNAS, CSU-Fort Collins .

SYSTEM ITEMS

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

- **Grade Distribution Reports from CSU-Fort Collins, CSU-Pueblo, and CSU-Global.**

The CSUS Performance Contract requires Board submission of “data on all course grades conferred during the previous academic year, disaggregated by academic subject and course level . . . accompanied by a description or copies of policies and procedures . . . used to evaluate the distribution of grades . . .” Dennison explained that the reports contained no anomalies, but reveal continuation of previous patterns – i.e., upper division students perform better than lower division students, and graduate students perform better than upper division students, predictable outcomes. He found no overt evidence of grade inflation. The campuses do not have explicit policies and procedures for the formal review of courses, but Department Heads and Program Leaders receive regular reports and exercise the authority to review them when mentoring faculty or responding to student concerns. The Committee agreed to recommend acceptance of the reports by the Board and their submission to the CCHE.

- **Enrollment Certifications from CSU-Fort Collins, CSU-Pueblo, and CSU-Global.**

The three campuses submit their enrollment certifications for prior fiscal year enrollments in undergraduate, graduate, and non-degree courses directly to the CDHE for use in constructing the data base for evaluation, financial forecasting, and long term strategic planning. Dennison noted the positive enrollment results on all three campuses. The Committee agreed to recommend acceptance of the reports by the Board.

- **Faculty *Emeritus* Designations.**

The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. This honorific designation conveys to the qualified retirees the appreciation of the Board for years of fine service to the students, campus, and System. Brief descriptions of each

honoree appear in the Committee and Board Agendas. The Committee agreed to recommended approval by the Board.

- **Administrative-Professional Council Constitution and Bylaws, CSU-Pueblo.**

With the approval of the President, the CSU-Pueblo administrative-professional employees organized a Council to facilitate participation in shared governance on the campus and submit the proposed Constitution and ByLaws for Board approval. The CSU-Pueblo President, CSUS General Counsel, and CSUS System Academic Officer have reviewed and endorse the proposed Constitution and ByLaws. The Committee agreed to recommend approval by the Board.

- **Regional Accreditation, CSU-Global.**

The HLC of the North Central Accrediting Association has provided initial accreditation to CSU-Global, the first such action for a new public university in Colorado for 40 years. The Committee recommended acceptance of the report by the Board, with appropriate congratulations to President B. Takeda-Tinker and the faculty and staff of CSU-Global.

- **Degree Conferral Schedule, CSU-Global.**

CSU-Global has a calendar that accommodates a predominance of eight-week courses. The current practice of conferring degrees twice annually (30 June and 30 December) has the detrimental result of requiring many graduating students to wait for extended periods prior to receiving the degrees. President Takeda-Tinker recommends conferral of degrees at the close of the eight-week terms upon those students who have successfully completed the requirements. To assure that Board approval of degrees precedes conferral, CSU-Global will request advance approval for all students who will have completed the requirements. The Committee agreed to recommend approval by the Board.

REPORT ITEMS

- **Faculty Workloads: CSU-Fort Collins, CSU-Pueblo; CSU-Global.**

The Committee reviewed the faculty workload reports presented by R. Miranda and P. Dorhout. The complexity of the reports occupied the Committee attention in a discussion that sought to identify the meaning of the detailed data. Committee members commented that the lack of bases for analysis or judgment rendered the reports less than useful, albeit interesting. As a result, the Committee recommended that Dennison, Miranda, and Dorhout develop a report format that will convey the workload issues plainly and meaningfully to the Board members, and bring the recommendation to the Committee during the September meeting. President Takeda-Tinker explained the workload assignments for CSU-Global faculty teaching online courses.

- **Faculty Profile: CSU-Fort Collins, CSU-Pueblo, and CSU-Global.**

The two traditional campuses presented reports on annual faculty recruitment, performance, tenure and promotion, and post-tenure review. The reports outlined the recruitment processes and results; analyzed the outcomes of the annual performance reviews; reviewed reappointments of non-tenured faculty, noting the requirement of satisfactory performance; reported on the results of reviews for tenure and/or promotion; and discussed the post-tenure review processes and outcomes. The Committee discussed the reports, inquiring about

standards for satisfactory performance, and recommended acceptance of the reports by the Board.

President Takeda-Tinker explained the recruitment and evaluation processes used by CSU-Global, taking account of training, quality assurance, and compensation plans appropriate to a non-traditional institution that relies exclusively on adjunct faculty. The Committee found the differences illuminating and commended President Takeda-Tinker for a responsive system.

- **Faculty Salary Comparisons: CSU-Fort Collins, CSU-Global, CSU-Global.**

The two traditional campuses provided salary comparisons utilizing the Board-approved peer institutions as the basis for comparisons. While CSU-Pueblo representatives argued the need for a revision of the peer group for the campus, in view of mission and other changes that have occurred since the establishment of the peer group, the campus nonetheless presented the comparisons based on the existing peer group. The Committee noted clear evidence of market disadvantages resulting from the salary freeze of the last three years. While other campuses around the country have also had to manage such freezes, the situation of CSUS faculty has deteriorated notably. To date, the campuses have not experienced serious faculty losses, probably because of the difficult conditions on other campuses as well. However, the Committee expressed concern, urged the need for continued attention to the issue, and agreed to discuss the matter with the Board on an appropriate occasion. In addition, the Committee agreed to consider the development of a more appropriate peer group for CSU-Pueblo, and charged Dennison, Miranda, and Dorhout to develop and report to the Committee in September a set of criteria for achieving that result.

President Takeda-Tinker reviewed the faculty compensation plans for CSU-Global and welcomed any assistance in establishing appropriate peer comparisons. The current system appears to work fairly well. The Committee urged discussion of the possible establishment of a peer group for CSU-Global.

- **SACNAS, CSU-Fort Collins.**

Dr. A. Negedog, Chapter Advisor for the Society for Advancement of Chicanos and Native Americans in Science, provided a PowerPoint presentation of the excellent work of the students and faculty involved in this important effort that dates from 1973. The Fort Collins campus has provided leadership in the State and nation to increase the participation of minorities in STEM disciplines and increase the numbers earning degrees at all levels. The Committee commended the fine work and urged Dr. Negedog to arrange to present before the Student Affairs Committee so that more members of the Board learn about it. To that end, the Committee recommended presentations by all three campuses concerning student diversity to the Student Affairs Committee in August.

- **International Student Recruitment: CSU-Fort Collins.**

R. Miranda reported to the Committee the ongoing discussion with INTO, an international entity that assists selected campuses with the recruitment of international students. To date,

the organization has agreements with only two U.S. universities, and has approached CSU-Fort Collins to become a partner. Miranda and his colleagues have visited Oregon State University, one of the U. S. partners, and will visit the other partner in the near future. The possibility of a partnership remains in the discussion stage, as CSU-Fort Collins conducts a due diligence review. The partnership has the attraction of assisting the University to increase its international enrollment, but with appropriate attention to the preparedness and probability of success of the recruited students and the contribution of diversity on the campus to the benefit of all students. Because of the complexity of any arrangement, Miranda indicated that the campus will consult with the Board prior to reaching a final decision.

DISCUSSION ITEM

- **The Degree Dividend.**

This discussion will focus on a strategic plan for higher education in Colorado that the CCHE will develop and present to the Governor and Colorado Legislature during the 2013 Session. “The Degree Dividend” provides the recommendations of the Higher Education Strategic Planning Steering Committee in 2010 and will serve as the foundation for the CCHE work. Because of time constraints, the Committee delayed the discussion until the September meeting.

NEXT MEETING

- Date: 13 September 2011
- Agenda Items:
 1. Faculty Load Report Format
 2. Board Involvement With Academic Quality – Discussion
 - a. AGB Statement
 - b. AGB Survey
 - c. Draft Policies on Academic Planning, New Program Proposals, Program Review, and Program Moratoria or Discontinuances
 3. Proposed Peer Group Revision for CSU-Pueblo – Discussion
 4. Degree Dividend – Discussion
 5. Accreditation Process for CSU-Fort Collins – Discussion
 - a. System and Board Involvement
 - b. Draft Policies on Mission Statement Review and Accreditation
 6. Items from the Campuses

The Committee adjourned at 3:10, P.M.

Approved

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

MATTERS FOR ACTION:

CSU: Emeritus Rank Designations

RECOMMENDED ACTION

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

College of Applied Human Sciences

Victor Baez – Associate Professor

Robert Seiz – Assistant Professor

School of Social Work

School of Social Work

College of Veterinary Medicine and Biomedical Sciences

Robert Mortimer – Professor

Clinical Sciences

University Libraries

Donnice Cochenour – Professor

EXPLANATION:

Presented by Tony Frank, President

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

**Emeritus Rank Designation Summaries
Colorado State University, Fort Collins
October, 2011**

College of Applied Human Sciences

Victor Baez
School of Social Work

Victor Baez joined the faculty of the School of Social Work at Colorado State University in 1969. His service at Colorado State University has spanned over 42 years.

Professor Baez has distinguished himself for his excellent work in community engagement. In recognition for this service, Professor Baez received numerous College, University, and Community awards. Dr. Baez has taught undergraduate and graduate students and has served on numerous graduate student research committees. He is considered a supportive and conscientious mentor by many students and graduates of the School of Social Work. Many faculty members also consider him a mentor on matters of curriculum development and processes.

Professor Baez's service to the School of Social Work and Colorado State University is extensive and exemplary.

Robert Seiz
School of Social Work

Dr. Seiz joined the faculty of the School of Social Work at Colorado State University in 1996. His service to Colorado State University has spanned over 15 years.

Dr. Seiz has distinguished himself for his excellent work in both the classroom and in community engagement. Dr. Seiz has taught undergraduate and graduate students and has served on numerous graduate student research committees. He is considered a supportive and conscientious mentor by many students and graduates of the School of Social Work. For 10 years, Dr. Seiz served as Chair of the School Council meetings and as Director of the Social Work Assessment Program. Each year, the data collected from students and graduates helped inform modification to social work curriculum, policies, and processes.

Professor Seiz's research is also noteworthy. His work on agricultural safety and an appearance on Animal Planet for his work in animal assisted therapy brought honor to the School and CSU.

College of Veterinary Medicine and Biomedical Sciences

Robert Mortimer

Clinical Sciences

Dr. Mortimer has been an excellent servant to this university and to veterinary academia. He has demonstrated particular accomplishment in the field of education, and more specifically in beef cattle medicine and reproduction. Certainly no other faculty member is more expert at teaching in the “magic triangle”, consisting of the production animal, the student, and the instructor. This type of instruction very often requires the greatest commitment of time, but is also the most rewarding in terms of outcome. Throughout his career at CSU Dr. Mortimer has created new and unique platforms for this kind of teaching. Most impressively he put in place a cow-calf program, which includes experiential on-range teaching opportunities, matched with pregnancy diagnosis and management, calving, and branding. Dr. Mortimer accompanies CSU students annually on programs such as the one at Rex Ranch in the Sand Hills of Nebraska where senior students participate in a 6-week annual residential calving rotation during which they get unparalleled opportunities to participate actively in calving management. He often uses his own horses, tack, and trailer to outfit and support students as they calve cows, perform supervised caesarean sections, and manage calf diseases in a very real and often challenging world.

The student evaluations of Dr. Mortimer’s field teaching provide a unanimous and emphatic vote of support for his superb teaching, and complete dedication to student learning. There is no other program like this in North America. It is a testament to a unique educator who works alone and goes beyond expectations routinely to achieve a truly unique teaching environment.

University Libraries

Donnice Cochenour

Donnice Cochenour is a full professor with twenty-one years of dedicated service to CSU Libraries and to the institution. She has been instrumental in developing, implementing, operating, and managing our collections – an area of paramount importance to Colorado State University. She leaves a legacy of our collection that is operated and managed both efficiently and effectively. Furthermore, she has laid the groundwork for us to move to patron-driven acquisitions, in accordance with strategic directions recommended by the Library-IT Task Force.

In view of her many contributions, it is difficult to overstate how important her activities have been to CSU Libraries and to Colorado State University. Her contributions have been consistently at the very highest levels, both intellectually and pragmatically. She is exactly the type of person we wish to have a continued association with CSU Libraries and Colorado State University.

Approved

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

MATTERS FOR ACTION:

CSU: Revisions to Sabbatical Leave for 2011-2012

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve revisions to the recommendations for sabbatical leave for 2011-2012 for the Colorado State University faculty members listed below.

EXPLANATION:

Presented by Tony Frank, President

The recommendations for sabbatical leave are reviewed at the Department, College, and University levels and have received approval at each level. In this case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines.

College of Liberal Arts

James Kim Music, Theatre and Dance Cancel (Spring 2012)

College of Natural Sciences

C. Michael Elliott Chemistry Change (Spring 2012 to Fall 2011)

DRAFT**ACCREDITATION POLICY:**

Campuses maintain regional accreditation by the Higher Learning Commission of the North Central Association of Schools and Colleges and professional or specialized accreditation of programs for which such accreditation exists and/or is legally required.

Procedures:

- A. Campuses maintain an annually updated listing of scheduled (and any new) regional and program accreditations for the next five (5) years on their web sites.
- B. Campus Presidents consult with the Chancellor to assure involvement of the Chancellor (or designee) and/or Board members in the accreditation self-studies and site visit processes.
- C. Campus Presidents submit accreditation reports and recommendations to the Academic Affairs Committee and any campus action plans in response for recommendation to the Board.
- D. The Chancellor reports to the CCHE and other external agencies as required.

DRAFT

MISSION STATEMENT POLICY:

Campuses review and propose needed revisions of their Mission Statements at least once every five (5) years, submitting reports to the Academic Affairs Committee for recommendation to the Board.

Procedures:

1. The Academic Affairs Committee recommends reaffirmation or revision for Board approval.
2. Campuses maintain approved Mission Statements and dates of approval on their web sites.

Board of Governors of the
Colorado State University System
Meeting Date: October 4, 2011
Action Item

Approved

Strategic Initiative: Ensure Student Satisfaction and Success
Strategic Initiative: Responsive Academic Programming

MATTER FOR ACTION:

Creation of the **School of Management & Innovation** and the **School of Professional Studies**

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System create the **School of Management & Innovation** and the **School of Professional Studies**

EXPLANATION:

CSU-Global Campus is proposing the creation of two new schools as part of organizational development in Academic Operations:

- School of Management & Innovation
- School of Professional Studies

The new organizational structure is intended to promote organizational efficiency, enhance faculty engagement, and support curriculum development. With the addition of the seven new academic programs approved by the Board in December 2010 to the existing eight programs, there is a need to organize programs and faculty by academic discipline. The proposed structure for the School of Management & Innovation and the School of Professional Studies was based on faculty input, CIP code designation, and current organizational structure.

Presented by Dr. Jon Bellum, Provost

Approved

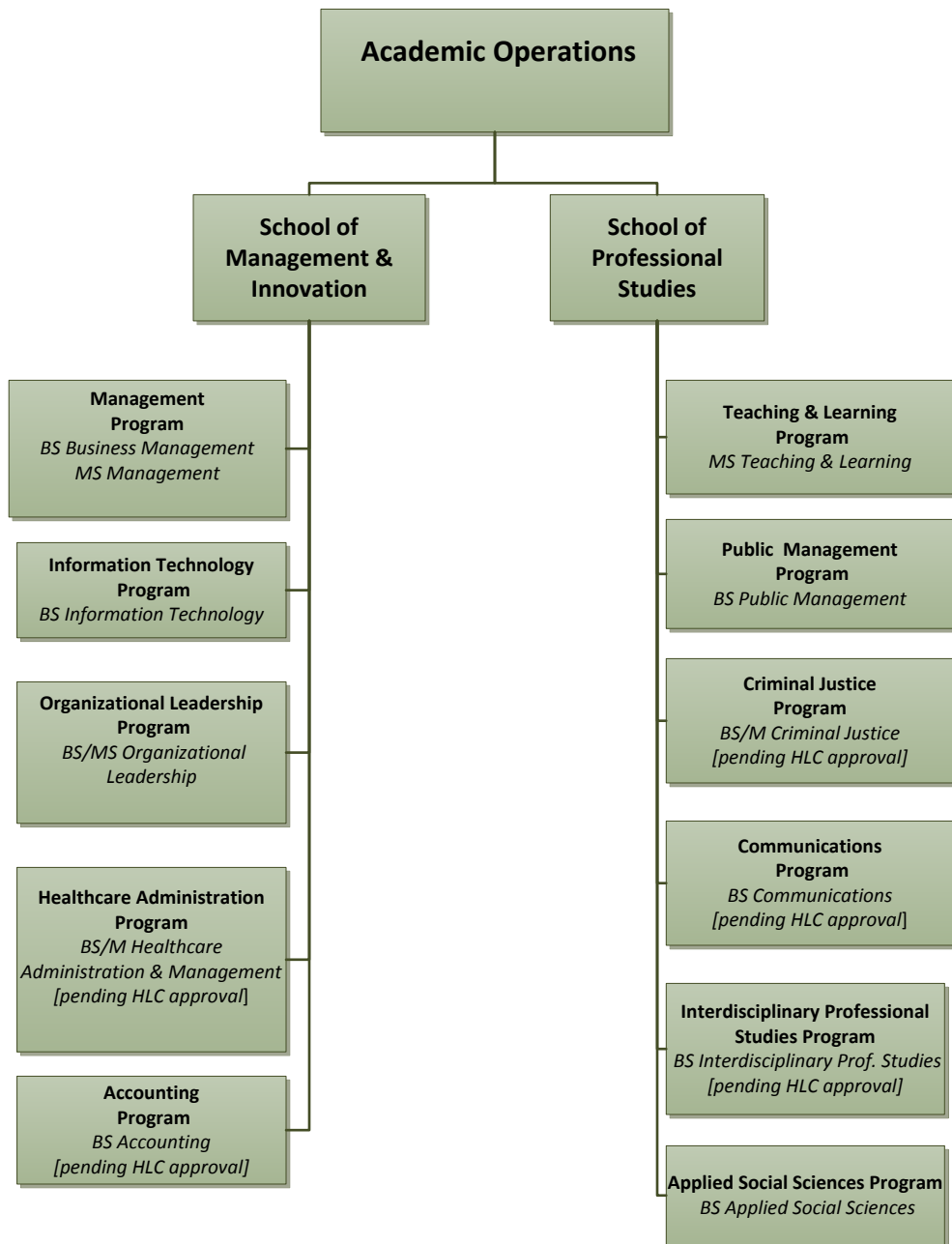
Denied

Ed Haselden, Board Secretary

Date

Proposed CSU-GC Academic Structure

October 2011



CSU-CG Peer Group Identification Process

The CSU-Global peer selection process has been designed with the intent to create a peer group that aligns with many of the unique elements of CSU-GC. This process was developed with an understanding that CSU-GC's educational offerings and practices are unique in American higher education. The primary criteria were:

- Public, but market driven
- Focused on adult learners
- Fully online
- Mix of undergraduate and graduate programs
- Adjunct faculty model
- Growth mode (or model the maturation of CSU-GC in the future)

The peer selection process included public and private, not-for-profit institutions, although a number of for-profit intuitions were analyzed.

Additionally, the peer selection process included information provided by The National Center for Higher Education Management Systems (NCHEMS).

The selection process is still in development and potential peers are currently being identified through research and outreach efforts.

CSU-GC Peer Group (DRAFT List - Not Final)

Institution	COSTS ¹				FINANCIAL AID ⁴		ENROLLMENT ⁵			FACULTY ⁶
	Resident Tuition & Fees	Non-Resident Tuition & Fees	Books & Supplies	Application Fee	% Receiving Aid ²	Average Amount of Aid Received ³	Total	Undergraduate	Graduate	Faculty Count
University of Maryland-University College	\$6,000.00	\$12,288.00	\$1,000.00	\$ 50.00	39%	\$9,223.00	39,577	25,686	13,891	2,193
SUNY-Empire State College	\$5,195.00	\$13,605.00	\$1,502.00	Unknown	45%	\$4,224.00	11,985	13,399	926	1,168
Metro State College Denver	\$4,093.00	\$14,440.00	\$1,600.00	\$ 25.00	38%	\$4,653.00	23,948	23,901	47	1,382
Thomas Edison State College	\$4,883.00	\$7,190.00	\$1,632.00	Unknown	11%	\$6,826.00	18,736	17,721	1,015	Unknown
Western Governor's University	n/a	\$5,870.00	\$1,640.00	\$ 65.00	63%	\$3,419.00	15,870	11,648	4,222	783
Bellevue University	n/a	\$6,150.00	\$1,500.00	\$ 50.00	28%	\$1,386.00	10,407	7,245	3,162	336
Excelsior College	n/a	\$8,520.00	\$1,800.00	\$ 80.00	4%	\$1,508.00	32,029	30,543	1,486	620
CSU-Global	n/a	\$8,400.00	\$1,752.00	\$ 25.00	52%	\$7,770.00	2,285	1,609	676	134
CSU-Global: current statistics (Spring 2011)	n/a	\$8,400.00	\$1,752.00	\$ 25.00	Unavailable	Unavailable	3,124	2,205	919	186

¹ Costs are for an academic year for undergraduate students: 2010-2011.

² Percent of undergraduate students receiving financial aid includes any aid--grants, scholarships, loans, etc.

³ Average aid includes grants and scholarships from Federal, State, Local Governments and the Institution.

⁴ Academic year 2009-10 data.

⁵ Fall 2010, degree seeking

⁶ Total number of full and part-time faculty as of Fall 2010

Data derived from National Center for Education Statistics.

Colorado State University – Pueblo Peer Criteria Proposal**9/7/11**

Academic Affairs Committee

During the Fall 2010 semester, a committee evaluated data from the National Center for Education Statistics (NCES), which is part of the US Department of Education Institute for Educational Sciences. The NCES maintains a database of vital student statistics within the Integrated Postsecondary Education Data System (IPEDS) that is accessible by colleges and universities for the sake of comparing those vital numbers and creating potential peer institution lists. Data from hundreds of institutions are maintained and updated each year.

The Peer Criteria presented here were selected by the committee and proposed for consideration. Data used in this evaluation were from 2009-2010 reports.

In selecting a set of draft parameters, we considered that only public, state-supported institutions would be included. Moreover, colleges and universities with undergraduate student populations between 4000 – 9000 and graduate student populations between 200 – 2500 would be considered. This initial filter, when applied schools in the IPEDS database, yielded 129 institutions; 15 of the current 20 BOG peer institutions were included (see Table 1). Five BOG peers did not meet the student population criteria.

A secondary evaluation was performed to identify universities from this set of 129 that had AACSB accredited business programs – this yielded 70 unique institutions, 11 of which were in the current BOG peer set (two BOG peers met neither the size nor accreditation criteria). This criterion was considered very important, as this is a critical program quality factor that impacts nearly 1000 student majors at the undergraduate and graduate levels. A tertiary evaluation was applied to the 70 that considered other key mission programs including Engineering (~260 majors) and Nursing (~440 majors). This third filter yielded 20 schools, of which 7 have no Engineering and 4 have no Nursing programs. Of the current peer schools, 12 have no Engineering and 5 have no Nursing programs. The number of Education programs in the set remained constant.

Table 2 lists those 20 schools along with the data for CSU-Pueblo. Considering the set that remains from these analyses, it is important to also review how many institutions are above and below CSU-P in student population, degrees granted, and ACT Composite 25th percentile score. Deviations greater than one standard deviation from the mean are highlighted in stippled boxes.

Other considerations for selecting the draft set in Table 2 include an analysis of data for the proposed peers as reported by www.collegeresults.org, a data site that was introduced to the BOG at the February 2011 retreat. Comparators include First Year Retention (CSU-P: 66%, Ave: 72%, 16 above CSU-P), 6-year Graduation (CSU-P: 27.4%, Ave: 45%, 19 above CSU-P), % Majority Students (CSU-P: 53.9, Ave: 70, 18 above CSU-P), % Students with Pell (CSU-P: 31%, Ave: 29%, 6 above CSU-P), % Admitted (CSU-P: 97%, Ave: 76%, 3 above CSU-P), or % Full-Time Faculty (CSU-P: 52%, Ave: 60%, 16 above CSU-P).

CSU-Pueblo BOG Peers 2010-11																			
Source: IPEDS Data Center																			
Institution Name	ACT Composite 25th percentile score 2009	Enrollment Fall 2009			AACSB Business BS (Y or N)	Other Key Mission Programs			Degrees Awarded 2009				2009 First Yr retention (%)	2009 6 yr graduation (%)	2009 % Majority	2009 % Pell	2009 % Admitted	2009 % FT Faculty	
		Undergraduate Total	Graduate Total	Total Students		Education	Eng & Eng Tech	Nursing	Total AA/AS	Total BA/BS	Total MA/MS	Total Doctoral							
Colorado State University-Pueblo	18	4825	473	5298	Y	Y	Y	Y	0	722	70		66	27.4	53.9	31	97	51.6	
<i>Angelo State University</i>	18	5859	528	6387	N	N	N	Y	98	778	155		56	30.9	64.2	36	99.1	71.2	
<i>Armstrong Atlantic State University</i>	18	6496	917	7413	N	Y	N	Y	84	897	270		69	29.9	67.8	30	65.4	58.5	
Augusta State University	17	6076	991	7067	Y	Y	N	N	117	608	283		69	20.6	59.4	40	52.6	58.9	
<i>Austin Peay State University</i>	19	9296	892	10188	N	Y	N	Y	160	1177	250		68	30.6	62.8	38	90.9	56.5	
California State University-Stanislaus	17	7087	1501	8588	Y	Y	N	Y	0	1429	252		82	49.5	39.5	42	65.3	59.7	
<i>Cameron University</i>		5737	429	6166	N	Y	Y	N	186	539	95		52	20	53.7	32	100	65.3	
Emporia State University	19	4208	2106	6314	Y	Y	N	Y	0	791	629		69	41	77.7	30	86.5	88.7	
<i>Francis Marion University</i>	18	3629	328	3957	Y	Y	N	N	0	496	85		67	39.1	48.7	42	61.7	80.3	
Louisiana State University-Shreveport	20	4220	447	4667	Y	Y	N	N	0	529	100		61	20	65.2	27	100	57.5	
Midwestern State University	18	5606	735	6341	Y	Y	Y	Y	44	1015	159		71	30	64.6	28	85.5	69.8	
Minnesota State University-Moorhead	19	6949	528	7477	Y	Y	Y	Y	25	1329	130	50	71	35.6	80.6	26	79.7	58.3	
Rutgers University-Camden		4121	1660	5781	Y	N	N	Y	0	862	175		78	61.9	63.3	35	50.8	57.1	
<i>Southeast Missouri State University</i>	20	9530	1271	10801	Y	Y	Y	Y	15	1510	237		72	46.2	80.2	26	87.7	98.6	
University of Michigan-Flint	18	6581	1192	7773	Y	Y	Y	Y	0	903	312		72	45.2	70.4	27	86.9	52	
<i>University of Minnesota-Duluth</i>	21	10506	1158	11664	N	Y	Y	Y	0	1783	195		78	51.6	89.7	17	69.4	79.6	
<i>University of Tennessee at Chattanooga</i>	20	9139	1487	10626	Y	Y	Y	Y	0	1256	377	50	61	42.2	77.2	28	78.7	49.6	
University of Texas at Tyler	20	5051	1150	6201	Y	Y	Y	Y	0	1187	218		65	35.3	78.1	30	80	69.7	
Washburn University	19	5766	886	6652	Y	N	N	Y	143	787	99		63	41.5	62.5	29	100	49.7	
<i>Western Connecticut State University</i>		5869	748	6617	N	Y	N	Y	20	807	151		74	41.9	75.7	15	57.8	40.2	
Winthrop University	20	5094	1096	6190	Y	Y	N	N	0	879	271		72	59.7	66.6	28	69.6	59.7	
						No Ed	No Eng	No Nurs.											
Average	19	6341	1003	7344		3	12	5		978	222		69	39	67	30	78	64	
Standard deviation	1.2	1938.5	459.3	2057.1						352.4	125.2		8	9	12	6	17	11	
CSU-P Deviation	-1	-1516	-530	-2046						-256	-152		-3	-11	-13	1	19	-12	
Schools Above CSU-P	10	16	17	18						16	20		14	17	17	7	4	17	
Schools Below CSU-P	2	4	3	2						4	0		6	3	3	13	16	3	

Table 1. CSU-P BOG Peers. Deleted schools are ***bold italics*** as a result of undergraduate student body size (5 schools) or non-accredited business programs (6 schools). Largest standard deviations (>1) for CSU-Pueblo are shown in stippled boxes.

CSU-Pueblo Potential Peers 2011-12																	
Source: IPEDS Data Center		Enrollment Fall 2009			Other Key Mission Programs			Degrees Awarded 2009									
Institution Name	ACT Composite 25th percentile score 2009	Undergraduate Total	Graduate Total	Total Students	Education	Eng & Eng Tech	Nursing	Total AA/AS	Total BA/BS	Total MA/MS	Total Doctoral	2009 First Yr retention (%)	2009 6 yr graduation (%)	2009 % Majority	2009 % Pell	2009 % Admitted	2009 % FT Faculty
Colorado State University-Pueblo	18	4825	473	5298	Y	Y	Y	0	722	70		66	27.4	53.9	31	97	51.6
Augusta State University	17	6076	991	7067	Y	N	N	117	608	283		69	20.6	59.4	40	52.6	58.9
California State University-Stanislaus	17	7087	1501	8588	Y	N	Y	0	1429	252		82	49.5	39.5	42	65.3	59.7
Emporia State University	19	4208	2106	6314	Y	N	Y	0	791	629		69	41	77.7	30	86.5	88.7
Louisiana State University-Shreveport	20	4220	447	4667	Y	N	N	0	529	100		61	20	65.2	27	100	57.5
Midwestern State University	18	5606	735	6341	Y	Y	Y	44	1015	159		71	30	64.6	28	85.5	69.8
Minnesota State University-Moorhead	19	6949	528	7477	Y	Y	Y	25	1329	130	50	71	35.6	80.6	26	79.7	58.3
Rutgers University-Camden		4121	1660	5781	N	N	Y	0	862	175		78	61.9	63.3	35	50.8	57.1
Saginaw Valley State University	18	8800	1698	10498	Y	Y	Y	0	1120	451		69	38.1	81	28	87.9	41
Tennessee Technological University	20	8918	1929	10847	Y	Y	Y	0	1532	544		71	52.8	81.8	29	91	62.6
Texas A & M University-Corpus Christi		7713	1897	9610	Y	Y	Y	0	1405	456	22	59	38.8	50.1	34	100	63.3
The College of New Jersey		6237	743	6980	Y	Y	Y	0	1487	361		95	86.1	68.3	13	42.4	45.7
The University of Tennessee-Martin	20	7586	515	8101	Y	Y	Y	0	1018	115		71	48.6	80.8	32	75.8	57.8
University of Colorado at Colorado Springs	21	6931	2397	9328	Y	Y	Y	0	1225	531	10	73	42.9	74.3	23	68.8	45.8
University of Massachusetts-Dartmouth		7982	1320	9302	N	Y	Y	0	1245	235		74	47.7	81.2	23	66.3	59.8
University of Michigan-Dearborn	21	6778	1565	8343	Y	Y	N	0	1139	639	31	81	48.6	64.7	33	60.5	60.7
University of Michigan-Flint	18	6581	1192	7773	Y	Y	Y	0	903	312		72	45.2	70.4	27	86.9	52
University of Texas at Tyler	20	5077	1024	6101	Y	Y	Y	0	1187	218		65	35.3	78.1	30	80	69.7
Washburn University	19	5766	886	6652	N	N	Y	143	787	99		63	41.5	62.5	29	100	49.7
Western Carolina University	19	7450	1979	9429	Y	Y	Y	0	1547	621	2	71	49.1	85.1	25	67.9	92.1
Winthrop University	20	5094	1096	6190	Y	N	N	0	879	271		72	59.7	66.6	28	69.6	59.7
					No Ed	No Eng	No Nurs.										
Average	19.1	6459	1310	7769	3	7	4		1102	329	23	72	45	70	29	76	60
Standard deviation	1.2	1439	582	1692					304	187		10	19	13	7	20	12
CSU-P Deviation	-1.1	-1634	-837	-2471					-380	-259		-6	-17	-16	2	-21	-9
Schools Above CSU-P	11	17	19	19					18	20		16	18	18	6	3	16
Schools Below CSU-P	2	3	1	1					2	0		4	2	2	14	17	4

Table 2. Draft Peer Set based on Criteria. New Peers are **bold italics**. Largest deviations (>1) for CSU-Pueblo are shown in stippled boxes.

AGB STATEMENT ON

BOARD RESPONSIBILITY
FOR THE OVERSIGHT OF
EDUCATIONAL QUALITY

AGB ASSOCIATION OF
GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES

1921-2011 | CELEBRATING 90 YEARS OF SERVICE

This statement was approved on March 17, 2011, by the Board of Directors of the Association of Governing Boards of Universities and Colleges. The following principles are intended to guide boards in the governance of colleges, universities, and systems, inform them of their roles and responsibilities, and clarify their relationships with presidents, administration, faculty, and others involved in the governance process.

AGB Board Statements are intended to affirm and clarify specific core principles of board governance. As with all AGB Board Statements, this Statement on Board Responsibility for the Oversight of Educational Quality is not limited to any one sector of higher education or type of institution, and it is not intended to be prescriptive. It presents principles and recommendations for boards and institutional leaders to consider and to adapt to their own unique institutional circumstances.

Acknowledgments

The Association of Governing Boards of Universities and Colleges (AGB) and its board of directors are grateful to the many people who have added their insights to the development of this statement. We are especially grateful to AGB Senior Fellow Tom Longin who wrote the initial draft and contributed much to the statement's direction and content. AGB also extends its appreciation to those institutional presidents, board leaders, and other academic leaders, too numerous to name here, who added substantially to the quality of the final statement. In addition, AGB's Council of Presidents and Council of Board Chairs offered their support and wisdom at critical points, as did the general AGB membership, which provided additional comments to strengthen the statement. This statement was supported by Lumina Foundation for Education as part of AGB's project, "Governance for Student Success."

About AGB

For 90 years, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,200 member boards and 36,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions with resources that enhance their effectiveness.

In accordance with its mission, AGB has designed programs and services to strengthen the partnership between the president and governing board; provide guidance to regents and trustees; identify issues that affect tomorrow's decision making; and foster cooperation among all constituencies in higher education. For more information, visit www.agb.org.

Board Responsibility for the Oversight of Educational Quality

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Association of Governing Boards of Universities and Colleges,
1133 20th St. N.W., Suite 300, Washington, D.C. 20036.

Printed and bound in the United States of America.

PDF copies of this statement are available online at no charge: www.agb.org.

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INTRODUCTION

A governing board is the steward of the institution¹ it serves. As a fundamental part of its stewardship, the board is responsible for assuring the larger community and stakeholders to whom it is accountable that the education offered by the institution is of the highest possible quality. Yet AGB's 2010 survey on the engagement of boards in educational quality revealed that board members often are not sure how to provide stewardship in this area, and some even doubt that they should.

In *Making the Grade: How Boards Can Ensure Academic Quality* (AGB, 2006), Peter T. Ewell affirms that the oversight of educational quality “is as much a part of our role as board members as ensuring that the institution has sufficient resources and is spending them wisely.” The educational mission of colleges, universities, and systems makes this a primary obligation for their boards, and the significant fiscal investments made by these institutions, by their students and donors, and by state and federal governments underscore its importance. Governing boards should recognize that assuring educational quality is at the heart of demonstrating institutional success and that they are accountable for that assurance.

The current environment makes this responsibility more pressing. Today's technological, pedagogical, and economic forces, along with increasing public skepticism about the value and cost of education, make board accountability for quality crucial. And with only 38 percent of America's adult population now holding a degree from a college or university, it is clear that much more needs to be done if we are to ensure the country's economic and civic future.

Our efforts to confront that contemporary reality for higher education are complicated by a number of formidable challenges, including:


- A significantly older and more ethnically and racially diverse student body;
- Increasing numbers of contingent faculty members;
- Revenues that have not kept pace with institutional need;
- Dramatic escalation in demand for admission while certain fixed costs are skyrocketing, straining institutional capacity;
- Competition for students, faculty members, and resources that diverts available funding away from educational quality and toward less critical functions;
- Tension between issues of workforce preparation and intellectual development;
- Large numbers of students needing remedial courses; and
- Declining confidence that higher education is capable of meeting its commitment to students and its obligation to serve the public good.

Some of these challenges directly affect educational quality; others intensify the need for institutions to demonstrate quality. If we are to effectively broaden opportunity and increase success among our students, then we will need to address these challenges head-on and with some urgency.

BOARD ACCOUNTABILITY

AGB's “Statement on Board Accountability” asserts, “[A governing] board broadly defines the educational mission of the institution, determines generally the types of academic programs the institution shall offer to students, and is ultimately accountable for the quality of the learning experience.” While academic administrators and faculty members are responsible for setting learning goals, developing and offering academic courses and programs, and assessing the quality of those courses and programs, boards cannot delegate away their governance responsibilities for educational quality. The board's responsibility in this area is to recognize and support faculty's leadership in continuously improving academic programs and outcomes, while also holding them—through institutional administrators—accountable for educational quality.

¹ Throughout this document, references to institutions are intended to include colleges, universities, and systems.



In fulfilling this responsibility, the board should work within the governance structure of the institution. For some boards, significant change may be required in how they interact with academic administrators and faculty members on matters of educational quality. AGB's "Statement on Institutional Governance" stresses that "Governance documents should state who has the authority for specific decisions—that is, to which persons or bodies authority has been delegated and whether that which has been delegated is subject to board review." Governing boards should make a conscious effort to minimize ambiguous or overlapping areas in which more than one governance participant has authority, particularly in the area of educational quality, where faculty members, administrators, and the board all have important responsibilities.

This "Statement on Board Responsibility for the Oversight of Educational Quality," approved by the Board of Directors of the Association of Governing Boards (AGB) in March 2011, urges institutional administrators and governing boards to engage fully in this area of board responsibility. The following seven principles offer suggestions to promote and guide that engagement.

PRINCIPLES

1. THE GOVERNING BOARD SHOULD COMMIT TO DEVELOPING ITS CAPACITY FOR ENSURING EDUCATIONAL QUALITY.

According to AGB's survey on boards and educational quality, a little more than one-third of board members receive information related to oversight of educational quality during their board-orientation program. Additionally, while most have experience on boards of either corporate or nonprofit organizations, they are less familiar with academic trusteeship. To fulfill this specific area of oversight responsibility, a board should commit to a strategy for educating itself.

Board leadership and senior administrators should intentionally incorporate discussions of educational quality in new-trustee orientation programs, board education programs, and the annual agendas of the board and its various committees. Structured discussions with faculty members, key administrators, and outside experts on learning goals, as well as reviews of the institution's current student-learning assessment practices, student retention and graduation rates, and information about program and institutional accreditation, can help develop the board's understanding of these issues.

Both the board and its appropriate committees (for instance, the Academic Affairs or Education Committee and the Committee on Student Affairs) must make understanding the elements of educational quality a central feature of their agendas. Adding regular reports on student-learning outcomes to those that the board already receives on finances and endowments will round out the board's understanding of its essential oversight responsibilities.

2. THE BOARD SHOULD ENSURE THAT POLICIES AND PRACTICES ARE IN PLACE AND EFFECTIVELY IMPLEMENTED TO PROMOTE EDUCATIONAL QUALITY.

The board is ultimately responsible for the currency of policies and their implementation, including policies related to teaching and learning. With the president and chief academic officer, the board, either through an appropriate committee or as a body, should ensure that institutional practices for defining and assessing educational quality are current, well communicated, and used for continuous improvement of students' educational experience. The board should receive reports—annually, if not more often—on the appropriateness of these practices, their results, and any changes needed.

Because faculty members are responsible for the important work of setting standards for educational quality, creating and implementing processes for assessment, and responding to the findings, the board should encourage a focus on these responsibilities in new faculty orientation and through faculty development programs. Additionally, the board should ensure that faculty work on learning assessment is recognized and rewarded.

3. THE BOARD SHOULD CHARGE THE PRESIDENT AND CHIEF ACADEMIC OFFICER WITH ENSURING THAT STUDENT LEARNING IS ASSESSED, DATA ABOUT OUTCOMES ARE GATHERED, RESULTS ARE SHARED WITH THE BOARD AND ALL INVOLVED CONSTITUENTS, AND DEFICIENCIES AND IMPROVEMENTS ARE TRACKED.

Practices in assessing student learning differ from institution to institution based on mission and experience. A board needs to understand how assessment is done at its institution, what the educational goals are, whether the goals align with the institutional mission, and how well the institution performs against those goals. And the board should understand the challenges associated with measuring learning, especially those dimensions of education that are less easily quantified.

With leadership from chief academic officers, board committees—where they exist—should delve more deeply into student-learning assessment practices and findings. Involving faculty leaders in these discussions is critical in conveying the board’s support for the endeavor and its commitment to quality.

A board committee, such as the Academic Affairs or Education Committee, should provide the board with policy-level, strategic summaries of the assessment information it receives. It should report regularly to the full board on the learning-assessment data collected, the significance of the data, institutional responses to those findings, and improvements over time.

4. THE BOARD IS RESPONSIBLE FOR APPROVING AND MONITORING THE FINANCIAL RESOURCES COMMITTED TO SUPPORT A HIGH-QUALITY EDUCATIONAL EXPERIENCE.

Ordinarily, the delivery of educational programs is the largest institutional expense. Also, because an institution’s finances are directly tied to enrollment, retention, endowment, and external support of its programs, boards should monitor regularly the connections between academic programs and financial sustainability. The board should advocate for sufficient resources in support of educational priorities. It also should monitor the cost effectiveness of financial commitments to these priorities and be certain that the investments are consistent with institutional mission, plans, and overall financial trends. Boards of public institutions, which may lack the authority to determine overall institutional funding levels, should help make the case for sufficient state support of educational quality.

Although improved educational quality is not necessarily the result of increased spending, the board should consider the allocation of new funding or the reallocation of existing funding to address academic needs identified through learning assessment, program review, or reaccreditation. Additionally, the board should encourage and be prepared to invest in

academic innovation, including the development of new delivery models, to advance the institution’s educational mission. Institution-wide efforts to contain expenses can help to facilitate investment in academic-program priorities. On occasions when a board is required to make decisions about academic programs based on financial circumstances, it is best done with candor and consultation with stakeholders.

To be fully accountable, the board needs information about the institution’s educational outcomes to assure the public, students, parents, donors, and other funders of the return on their investment of tuition dollars, philanthropy, and state and federal aid. The board should ensure transparency in reporting this information to stakeholders.

5. THE BOARD SHOULD DEVELOP AN UNDERSTANDING OF THE INSTITUTION’S ACADEMIC PROGRAMS—UNDERGRADUATE, GRADUATE, AND PROFESSIONAL PROGRAMS.

An institution fulfills its mission primarily through its academic offerings—its general education program, academic majors, and degree programs. To ensure that the mission is being met, board members need to understand the broad structure of these offerings. Orientation for new board members should include an overview of undergraduate, graduate, and professional degree programs. Boards should be aware of how the mix of programs reflects the institution’s history, is suited to its mission and student profile, and compares to those of peers and competitors. The board should also be aware of the learning goals the institution has established for students.

Also, because an institution’s finances are directly tied to enrollment, endowment, and external support of its programs, boards should monitor regularly the connections between academic programs and financial sustainability.

6. THE BOARD SHOULD ENSURE THAT THE INSTITUTION'S PROGRAMS AND RESOURCES ARE FOCUSED ON THE TOTAL EDUCATIONAL EXPERIENCE, NOT JUST TRADITIONAL CLASSROOM ACTIVITY.

With few exceptions, a student's education involves more than classroom experience and the formal curriculum. It also includes a range of learning experiences and academic-support activities outside class that have proved to have significant effect on student development, education, retention, and graduation. An understanding of an institution's educational quality includes an appreciation for the value added by such experiences beyond the classroom.

The board should develop a holistic understanding of the opportunities and services that the institution provides to complete students' educational experience. Some of these—for instance, internships, learning communities, student-faculty research opportunities, and service learning—can be among the most distinguishing features of an institution. Boards should be informed about the quality of these experiences and other support activities, and their effect on students' learning as well as on recruitment and retention.

7. THE BOARD SHOULD DEVELOP A WORKING KNOWLEDGE OF ACCREDITATION—WHAT IT IS, WHAT PROCESS IT EMPLOYS, AND WHAT ROLE THE BOARD PLAYS IN THAT PROCESS.

Accreditation—the periodic, peer-based system of review of higher-education institutions and programs—is designed to assure the public of an institution's commitment to academic quality and fiscal integrity. It also serves to stimulate continuous improvement by the institution.

As part of its attention to educational quality, the board should become familiar with how accreditation works at the institution. The board's own ongoing educational program should include an overview of the accreditation process, the various types of accreditation that the institution holds, and the key findings from accreditation processes. The board should also be clear about its role in the institutional accreditation process. Most regional accreditors require contact with members of the board, and some include standards for the effectiveness of board governance.

The board should require from senior administrators a timely preview of forthcoming re-accreditation processes and periodic progress reports on the required self-studies. It should review key elements of the accreditation self-study, the visiting team's report, and formal action and decision letters from the accrediting organization, and it should consider their implications for the institution's strategic goals, mission, and resources.

RECOMMENDATIONS TO STAKEHOLDERS

FOR INSTITUTIONAL AND SYSTEM CHIEF EXECUTIVES

- Work with board leadership to ensure that educational quality and student-learning assessment are part of the agendas of the board and its appropriate committees, and that sufficient time is provided for discussion.
- Be sure that orientation programs for new board members include a conversation about educational goals and student-learning trends and challenges.
- Encourage the chief academic officer to foster full board engagement in discussions of matters related to educational quality; assist him or her in understanding board governance responsibilities.
- Working with the chief academic officer, establish goals related to educational quality and learning outcomes to serve as benchmarks for the institution and for the chief executive officer's performance.
- Include the board in the accreditation process in appropriate ways; be certain that the board remains informed as to current accreditations held by the institution as well as the status of anticipated accreditation reviews.
- Remain transparent with the board as to risks and opportunities facing the institution related to educational quality and outcomes, including the link between fiscal and educational decisions.
- Provide regular opportunities for discussion with the board on how the campus defines educational quality.

FOR BOARD MEMBERS

- Become informed about the board's responsibility for overseeing educational quality.
- Expect to receive strategic-level information and evidence on student-learning outcomes at least annually, including longitudinal data from the institution and, where appropriate, periodic comparisons with peer institutions.
- Hold institutional administrators appropriately responsible for goals that were mutually established for educational quality.
- Use information from the accreditation processes, program reviews, and the assessment of student learning to inform decision making, including financial decisions.
- As appropriate in board and committee meetings, ask strategic questions related to educational quality—goals, processes, outcomes, improvements, trends, and any adjustments needed to improve results.
- Recognize that faculty members and academic administrators shape the approaches to assess the outcomes of student learning, and that boards should not micromanage this work, but that the board is ultimately responsible for ensuring that assessment takes place and that results lead to action for improvement.
- Make service on your board's Academic Affairs Committee part of a regular committee rotation for board members.
- Include the chair of the Academic Affairs Committee as a member of the board's Executive Committee.
- Where possible, consider including one or more academic experts, such as former presidents, administrators, or faculty members from other institutions as ex officio members of the committee charged with oversight of educational quality.
- Schedule opportunities for the Academic Affairs Committee and the full board to discuss educational quality and learning outcomes.

FOR CHIEF ACADEMIC OFFICERS

- Contribute to the orientation and continuing education of board members regarding academic programs, student-learning goals, assessment practices, and educational quality.
- Working with the board or relevant committee, create a board-level set of dashboard indicators related to educational quality. Update it regularly and present it to the board for discussion annually.
- Work collaboratively with the chair of the Academic Affairs Committee to set a committee agenda that emphasizes institution-specific academic questions and concerns, as well as a review of important academic policies and procedures.
- Ensure that academically related information for the board is clear, concise, free of jargon, and at a strategic level.
- As appropriate, include representatives from the faculty and academic administration in board and committee discussions of the institution's educational goals, approaches for measuring student learning, and progress against goals over time.

QUESTIONS FOR BOARDS TO ASK

- How does this institution define educational quality? In addition to measures of student learning, what is considered in answering questions about educational quality?
- Does the institution say what and how much students should learn? Where is this said?
- What kinds of evidence does the institution collect about learning?
- Is the institution benchmarking performance against external standards as well as tracking institutional performance over time?
- How are assessment results used?
- What do students and alumni say about the quality of their educational experience?
- How do the institution's retention and graduation rates look over time, and how do they compare to those of other institutions?
- What does success look like for the types of students enrolled at this institution?
- Does the institution define college readiness, that is, the skills and knowledge that students must possess to be successful at the institution?
- How do faculty members and administrators keep abreast of innovative ideas for curriculum redesign and teaching?
- What progress has been made in addressing recommendations from the last accreditation review?
- What can the institution learn from its engagement with accreditation?
- Do financial allocations reinforce academic priorities as necessary and appropriate?
- In meeting its oversight responsibility for educational quality, is the board functioning at the policy level or trying to micromanage specific educational programs?

THE ACADEMIC AFFAIRS COMMITTEE OF THE BOARD: AN ILLUSTRATIVE CHARGE

Boards with standing committees should have a committee charged with oversight of educational quality. Such committees have traditionally been called the Academic Affairs Committee, but they go by other names as well, such as the Education Committee, the Educational Excellence Committee, and a range of others. They may or may not be combined with student life or student development committees.

Each board committee needs a charge that clearly identifies the scope of its responsibilities. For the purpose of simplicity, this illustrative charge is for an Academic Affairs Committee.

ILLUSTRATIVE CHARGE

The Academic Affairs Committee facilitates the governing board's ultimate responsibility for educational quality. It does this by working closely with academic leadership and by regularly monitoring the following:

- learning goals and outcomes;
- program quality, institutional and program accreditation, and program review;
- student retention, graduation rates, graduate school acceptances, and job placements;
- policies and procedures related to faculty compensation, appointment, tenure, and promotion—and when appropriate, the committee makes recommendations for action;
- academic planning;
- the structure of the academic programs—and when appropriate, the committee reviews proposals for adding, modifying and deleting programs; and
- budgets for academic programs and services.

The committee should report regularly to the board and frame recommendations on matters of policy, quality, and funding that require the board's consideration and action.

The committee must receive appropriate and timely information and data to meet its responsibilities. Working at the nexus between board oversight and academic prerogative, the committee should recognize and respect the central role of the academic administration and faculty in academic planning, curriculum development, faculty development, the evaluation and academic advising of students, and recommendations for faculty appointment, tenure and promotion. However, the committee must also be mindful that, in its oversight role, the board is ultimately accountable for ensuring educational quality.

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These resources can be found at:
<http://agb.org/resources-boards-and-educational-quality>.

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HOW BOARDS
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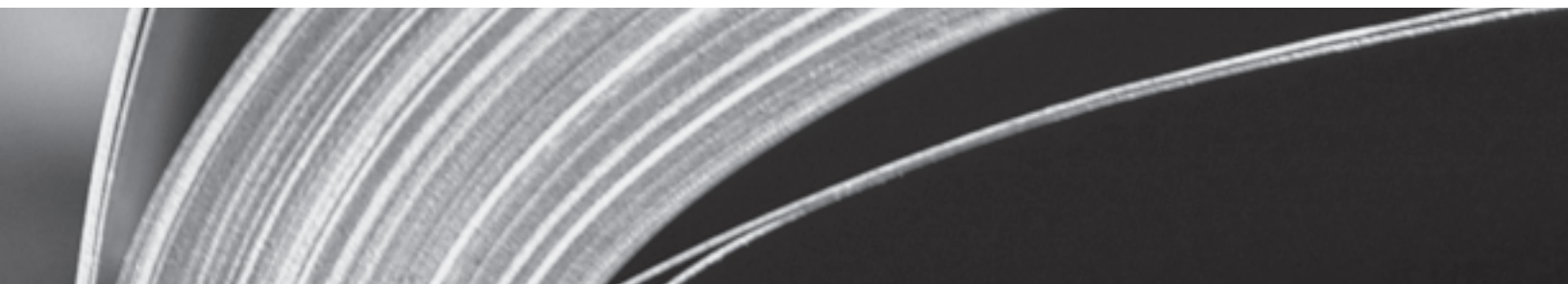
For 90 years, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,200 member boards and 35,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions with resources that enhance their effectiveness.

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HOW BOARDS OVERSEE EDUCATIONAL QUALITY: A REPORT ON A SURVEY ON BOARDS AND THE ASSESSMENT OF STUDENT LEARNING

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Lumina Foundation for Education, an Indianapolis-based private foundation, strives to help people achieve their potential by expanding access to and success in education beyond high school. Through grants for research, innovation, communication and evaluation, as well as policy education and leadership development, Lumina Foundation addresses issues that affect access and educational attainment among all students, especially underserved student groups such as minorities, students from low-income families, first-time college-goers and working adults. The Foundation believes postsecondary education is one of the most beneficial investments individuals can make in themselves and that a society can make in its people.

How Boards Oversee Educational Quality: A Report on a Survey on Boards and the Assessment of Student Learning

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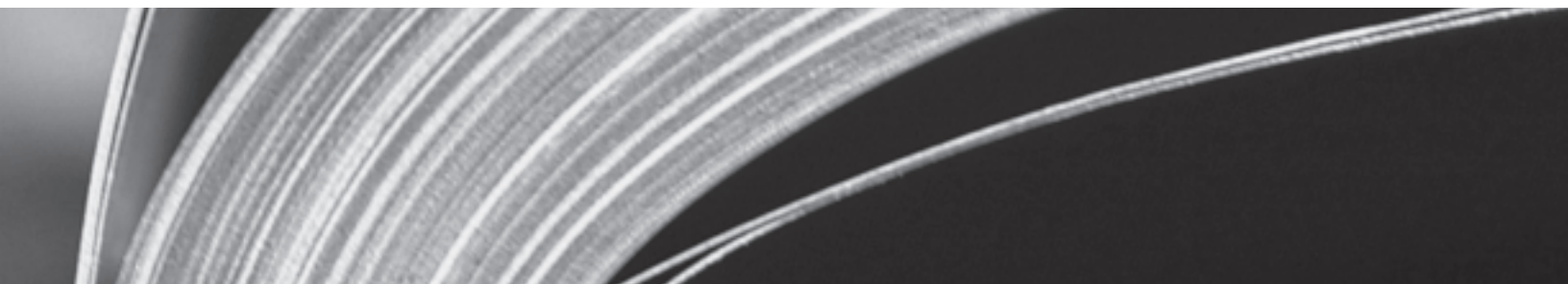
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FOREWORD



Over the last decade, assessment of student learning has moved beyond being a topic of discussion solely within the academic community and into the public discourse. Institutions are expected to measure student achievement both to inform and provide accountability to the public, as well as to assure the success of institutional mission.

We regularly hear board members ask how they can learn whether students are receiving the quality education the institution promises. What measures will help them understand student achievement? What information should they have to answer important questions about the academic enterprise? In this era of increased demand for accountability in higher education, the Association of Governing Boards of Universities and Colleges (AGB) was interested in better understanding the role governing boards currently play in monitoring policy making related to educational quality.

With generous support from Lumina Foundation for Education, AGB launched a two-year project—*Governance for Student Success*—that emphasizes the role of governing boards, working in collaboration with institutional presidents and chancellors, in helping to achieve the nation’s educational needs. Chief among these needs are increasing access, improving graduation rates, and addressing affordability.

Because significant information about the quality of education can be found in assessments of student learning, AGB sought, through a survey of provosts and chairs of academic affairs committees that resulted in this report, to develop a better understanding of how boards receive information on student learning, and what they do with the information they receive. The survey findings are mixed. While the majority of boards receive some information about student-learning outcomes, they are often unsure of how to respond to or interpret that information. Orientation to the information is relatively rare, and frequently, institutional leaders and board members do not share an understanding of the value boards can bring to discussions on student-learning outcomes and educational quality. Often, boards do not make the link between their financial responsibilities and educational quality.

Yet unless boards fully engage in discussions about the assessment of student learning, and understand the implications of that assessment, they will not fully carry out their fiduciary responsibility and add value at the policy level. Boards should not lead such an assessment, just as they should not be overly involved in deciding what to teach or how. But there are ways, highlighted within the report, for boards and administrators to work together more effectively on these central issues that ultimately determine institutional effectiveness. For example, in board and committee meetings, time should be devoted to consider what the institution is doing to assess and improve student learning. The board should set high expectations for receiving relevant and

useful information on student-learning outcomes, as well as actions taken to address any findings that should be improved. Board members should ask questions and expect candid responses about academic quality. For their part, administrators should include an introduction to the oversight of educational quality in board orientation and provide regular education and ongoing reports to the board on findings of assessment.

We believe that these and the other specific recommendations made in the report will stimulate the appropriate conversations between the board and administration on this primary purpose of our colleges and universities. As the report states, “For colleges and universities to respond fully to the demands of the public and the needs of students, they must continue to address the question of what difference a college education makes, and boards must be their partners in this.”

I’d like to take this opportunity to thank AGB staff members, including Executive Vice President Susan Whealler Johnston and Project and Research Coordinator Kyle Long, who wrote the report; Merrill Schwartz, director of research, and Philip Bakerman, research assistant, who conducted the research; and Julie Bourbon, who edited the report. I also extend my gratitude to Lumina Foundation for Education for its support of this important work.

We look forward to your comments. For more information, please contact me at rickl@agb.org or 202/296-8400.

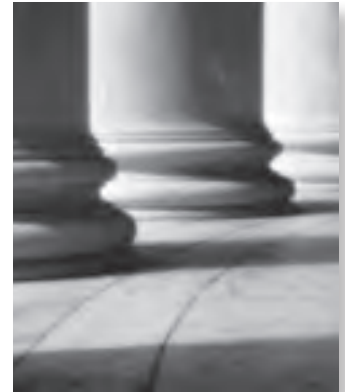
A handwritten signature in black ink, appearing to read 'Richard D. Legon', with a long horizontal flourish extending to the right.

Richard D. Legon

President, Association of Governing Boards of Universities and Colleges

August 2010

INTRODUCTION



How do we know that students are achieving the academic goals that institutions claim? Or, to put it more baldly: How do we know that students receive the quality education they pay for? As public concern about the cost of a college education has grown, so too have the demands for greater accountability for quality. For the last 10 or so years, this focus on assessment of student learning has extended beyond the academic community and into the larger public, with policy makers, parents, corporate leaders, and others raising questions about educational quality. Data from the Organisation for Economic Co-operation and Development (OECD), showing a decline in educational attainment, and from the National Assessment of Adult Literacy, showing a decline in the ability of college graduates to read newspapers and other prose, have sparked demands for greater transparency in institutional reporting of student learning outcomes, as well as demonstrable improvements.

Assessment of student learning has long been a major activity of the academic community. For the past 35 years, conferences, workshops, scholarly research and publications, and institutional projects have examined the how's and why's of assessing what undergraduates have learned, the connections between student learning and institutional goals, and the use of assessment to improve teaching and learning. Changes in the requirements for regional accreditation have served to make this work universal among American colleges and universities.

In 2006, the U.S. Department of Education produced “A Test of Leadership: Charting the Future of U.S. Higher Education,” the report of the commission appointed by then-Secretary of Education Margaret Spellings and commonly called “The Spellings Report.” The report, controversial in its making and bold in its recommendations, probed a range of topics, including educational quality and accountability. Among its recommendations, the report urged institutions to measure student achievement, “which is inextricably connected to institutional success” (p. 4), not only to improve teaching and learning but also to inform and provide accountability to the public.

“Lack of preparation and understanding of academic culture may be a reasonable explanation for the lack of trustee involvement in discussions of educational quality, but in a period of increased public demand for accountability from higher education—and its governing boards—that excuse is no longer sufficient.”

To address the accountability demand, higher education groups have developed electronic tools for sharing information with the public about educational quality, most notably U-CAN (University and College Accountability Network), by the National Association of Independent Colleges and Universities (NAICU), and the Voluntary System of Accountability, by the Association of Public and Land-grant Universities (APLU) and the Association of State Colleges and Universities (AASCU). Others, such as the American Association of Colleges and Universities (AAC&U) and the Council of Independent Colleges (CIC), have provided guidance to campus leaders and faculty for enhancing assessment of undergraduate student learning as well as tools for benchmarking student learning and comparing outcomes.

Institutions have responded aggressively to these demands for greater transparency and accountability. Student-learning assessment has become a priority for many, often with new offices and positions to organize and guide the effort. Many organizations and institutions offer faculty training on best practices in assessment, and committees have formulated plans and strategies for implementing those practices. Institutions have gathered and shared data both within and among themselves. And yet despite all this, questions remain: What do we really know about student learning at our institutions? Based on what we do know, how is student learning being improved? Despite all the planning and data gathering at the institutional level and the calls for reform at the national level, studies reveal uneven results. While much has been done to advance assessment, much remains to be accomplished to ensure that student learning is appropriately assessed and that outcomes of such work are used for improving educational quality.

During this period of institutional activity and public debate about student-learning outcomes and educational quality, board engagement has been a missing piece. It is often observed that trustees lack professional experience in higher education academic programming and delivery and come to board service more commonly from business and industry, with a focus on fiscal oversight. This lack of preparation and understanding of academic culture may be a reasonable explanation for the lack of trustee involvement in discussions of educational quality, but in a period of increased public demand for accountability from higher education—and its governing boards—that excuse is no longer sufficient. Among the critical responsibilities of governing boards of colleges and universities is oversight of educational quality, and significant information about the quality of education can be found in assessments of student learning.

AGB's 2007 "Statement on Board Accountability" affirms that "Boards should determine that systematic and rigorous assessments of the quality of all educational programs are conducted periodically, and board members should receive the results of such assessments" (p. 7). Peter Ewell, assessment expert and trustee, states in *Making the Grade: How Boards Can Ensure Academic Quality* (AGB, 2006) that oversight of educational quality "Is as much a part of our role as board members as ensuring that the institution has sufficient resources and is spending them wisely" (p. vii). When boards approve candidates for graduation, they are in essence certifying that the students have met the institution's educational standards. But without conversations about those standards, an understanding of how they are met, and evidence about performance, that certification lacks authenticity and credibility. Additionally, when boards fail to ensure educational quality, they fail to fulfill their larger fiduciary responsibilities of ensuring that the institutional mission is met, the institution's reputation is protected and enhanced, and its resources are wisely spent. By engaging in discussions of assessment of student learning outcomes and focusing on understanding the lessons of this assessment and their implications, boards deliver on their fiduciary "duty of care" while also ensuring that the important process of assessment is ongoing, accountable, and meaningful to the institution.

Let us be clear. This is not a call for boards to direct academic programming or to interfere in any way with the prerogatives of academic administrations or the responsibilities of faculty for the design and delivery of the curriculum. Nor is it a call for boards to *lead* the assessment of student learning. In well-functioning institutions and systems, boards delegate such responsibilities to the administration and faculty. But delegation does not absolve the board of its responsibility to be well informed about matters related to educational quality and to ensure that assessment takes place. It is clear that board fiduciary responsibility for an institution's mission is fundamentally linked to educational quality and success.

THE SURVEY



In November 2009, AGB sent a survey to over 1,300 member chief academic officers (vice presidents and provosts) and chairs of board committees on academic affairs from public and private institutions, asking about board familiarity with and understanding of institutional assessment of student learning. The goal of the survey was to develop a picture of how boards currently understand this assessment and their relationship to it, the kind of information they receive on student learning and the use to which they put it, the degree to which they are engaged in meaningful discussion and decision making related to undergraduate student learning, and what, if anything, limits their involvement in this important topic. This and other work will lead to the development of a formal AGB advisory statement for boards focusing on this area of their fiduciary responsibilities.

The response rate for the survey was 38 percent, with 28 percent of responses from trustees, 58 percent from chief academic officers, and 10 percent from others. More than three-quarters (77 percent) of respondents were from independent institutions, and 23 percent were from public institutions, similar to the distribution of AGB member institutions. Unless otherwise noted, responses from board members and administrators were similar.

FIRST, THE GOOD NEWS.

The majority of respondents (77 percent) said that their institutions have a statement of expectations for what undergraduate students should learn. Such a statement is the baseline requirement for meaningful assessment of learning, providing standards against which performance can be assessed. Three-quarters said they learned about this responsibility through their service on the board's committee on academic affairs.

About half of the respondents pointed out the link between accreditation and assessment, indicating that board members most commonly learn about their fiduciary responsibility for monitoring student learning when their institutions prepare for re-accreditation. Half of the respondents reported that the board receives information about student learning at least once a year. In terms of data received, over two-thirds of respondents (68.5 percent) reported that the board receives results of standardized exams, such as the Collegiate Learning Assessment (CLA), the National Survey of Student Engagement (NSSE), or graduate school entrance exams.

The results from alumni surveys are also commonly shared with boards. Somewhat less commonly provided to board members are results from more homegrown assessment tools such as employer surveys, discipline-specific assessments, and student portfolios.

TABLE 1

DOES THE BOARD OR ANY OF ITS COMMITTEES RECEIVE THE RESULTS OF ANY OF THE FOLLOWING MEASURES TO MONITOR STUDENT-LEARNING OUTCOMES?

Standardized examinations	68.6%
Alumni surveys	60.6%
Discipline-based assessments	45.5%
Institutionally-developed tests	37.4%
Employer satisfaction surveys	36.0%
Capstone courses	24.4%
Student portfolios	17.1%

A very positive sign was that over 60 percent of respondents reported that boards receive both trend and comparative data on such indicators as graduation rates, number of degrees awarded, time to degree, and average GPA. Such data provide useful information about degree attainment and can provide boards with good data for accountability and improvement purposes. However, these are important measures of student success, not of student learning.

GOOD NEWS, BAD NEWS.

More than half (53 percent) of respondents reported that the board spends more time discussing the outcomes of student-learning assessment than it did five years ago. By role, the results showed consistency of opinion: 56 percent of board members cited this compared to 51 percent of administrators. Despite this increase, however, 62 percent of all respondents reported that the board does not spend sufficient time on such discussions.

TABLE 2

HOW HAS THE BOARD'S ATTENTION TO STUDENT-LEARNING OUTCOMES CHANGED IN THE LAST FIVE YEARS?

More attention now	53.2%
Less attention now	0.6%
About the same	31.4%
Don't know	14.8%

“Without a clear understanding of how assessment works at their institutions and without the necessary time to gain that understanding, boards will not be able to oversee it effectively, fulfill their fiduciary responsibility, or be as fully accountable as the times demand.”

“Without a clear understanding of how assessment works at their institutions and without the necessary time to gain that understanding, boards will not be able to oversee it effectively, fulfill their fiduciary responsibility, or be as fully accountable as the times demand.”

TABLE 3

IS SUFFICIENT TIME SPENT IN BOARD MEETINGS ON STUDENT-LEARNING OUTCOMES?

Yes, sufficient	38.5%
Too much	0%
No, not enough	61.5%

Asked how board time is spent in relation to academic issues, 79 percent of respondents said more time is devoted to discussions of finance and budget than to academic matters, while only 4.9 percent said the board spends more time on academic issues.

TABLE 4

WHAT IS THE RELATIVE BALANCE IN TERMS OF TIME SPENT DURING BOARD MEETINGS ON ACADEMIC ISSUES AND FINANCIAL ISSUES, INCLUDING BUDGET?

Much more on finance and budget	56.9%
Slightly more on finance and budget	22.0%
About even	16.2%
Slightly more on academic issues	2.8%
Much more on academic issues	2.1%

NOW FOR SOME CONCERNS.

Board preparation for monitoring student-learning outcomes. Over 20 percent of all respondents said that monitoring student-learning outcomes is not a board responsibility (see Table 6). This response was consistent by role, with 10.4 percent of board members and 12 percent of chief academic officers answering this way. A little more than one-third of respondents reported that board members learn about their responsibilities in this area during board orientation. In contrast, AGB’s 2009 “Survey on Higher Education Governance” found that 85 percent of board members were introduced to the institution’s finances during orientation; additionally, nearly 75 percent of boards receive training in higher education financial literacy.

In this survey on boards and student learning, the majority of board members (72.7 percent) reported that they learn about their fiduciary responsibility for monitoring student-learning outcomes during committee work. If all new board members were appointed to the academic affairs committee of the board, this approach for introducing them to this oversight responsibility would perhaps suffice. However, because this is not typically the case, the result is that board members are systematically unaware of and unprepared for this important fiduciary responsibility.

TABLE 5**HOW BOARD MEMBERS LEARN ABOUT THEIR FIDUCIARY RESPONSIBILITIES FOR MONITORING STUDENT-LEARNING OUTCOMES**

Committee work	72.7%
In preparation for (re)accreditation	51.6%
Faculty presentations to the board	38.5%
Orientation of new board members	36.6%
Continuing education of the board	36.3%
Board retreat	34.8%

Board understanding of assessment. Forty percent of respondents reported that the board does not understand the process of student-learning assessment at their institutions. By role, the responses differ significantly: 29 percent of board members say they do not understand the process while 48 percent of administrators say the board lacks this understanding. Another 10 percent of all respondents said that assessment of student learning is not discussed with the board. “I can’t remember a serious discussion about this in my 12 years on the board,” commented one private-university trustee. Twenty percent said that the process of assessment is still too new at their institutions for the board to be well informed.

Asked about the impediments to the board’s understanding of student-learning outcomes, the majority of respondents cited a lack of time at board meetings, particularly when other priorities require attention and time. The lack of adequate measures of student-learning outcomes also impedes board engagement and understanding, as does the perception that this information is simply not appropriate for the board’s role.

TABLE 6**WHAT ARE THE IMPEDIMENTS, IF ANY, TO YOUR BOARD’S UNDERSTANDING OF STUDENT-LEARNING OUTCOMES AT YOUR INSTITUTION?**

Other priorities/crises require board attention	63.8%
Not enough time at board meetings	44.9%
Inadequate measures of student learning outcomes	29.8%
This is not appropriate to the board’s role	21.5%
No impediments	15.5%
Lack of interest among board members	13.1%

Without a clear understanding of how assessment works at their institutions and without the necessary time to gain that understanding, boards will not be able to oversee it effectively, fulfill their fiduciary responsibility, or be as fully accountable as the times demand. And, they will be less well prepared to consider policy decisions that require a clear understanding of the strategic relationship between education issues and fiscal oversight.

Information received. While college rankings provided by *U.S. News and World Report* and Peterson’s do not offer information on student-learning outcomes, all survey respondents said board members are as likely to receive rankings data (61.3 percent) as they are alumni surveys (60.6 percent) or even grade point average data (58.1 percent). When looked at by role, the picture changes somewhat, with board members saying they receive more on college rankings, and administrators saying board members receive more on alumni surveys.

TABLE 7
OF THE FOLLOWING INFORMATION, WHAT DOES THE BOARD RECEIVE?

	All	Trustees	Administrators
College rankings data	61.3%	72.2%	54.5%
Alumni surveys	60.6%	54%	63.1%
Grade point averages	58.1%	57.8%	57.4%

Further, more than three-quarters of all respondents consider rankings somewhat important (60.8 percent) or very important (15.9 percent) to the board’s monitoring of educational quality. Because rankings data are easily accessible and offer comparisons, boards may find them convenient substitutes for indicators of the quality of learning, and indeed this is often the way they are treated. However, retention and graduation rates and student/faculty ratios are as close as rankings come to descriptors of learning. Boards need much better assessment information.

Despite this, slightly more than half of respondents reported that the information the board receives is either satisfactory (43.1 percent) or very satisfactory (11.1 percent) in meeting its needs to monitor student learning. Only 18 percent said they found the information either unsatisfactory or very unsatisfactory. The board chair at a private institution noted that “We get spotty anecdotal information, but we don’t see comprehensive data.” The academic affairs committee chair of a private institution remarked, “I have a perception that there must be other valid measures of student-learning outcomes beyond what we currently use, but I don’t know what they might be.”

Fourteen percent of respondents reported that the full board receives no information about student-learning outcomes. By role, the responses varied significantly, with 22 percent of trustees saying the board receives no outcomes information compared to 11 percent of administrators. The difference may be a comment on how well the board members understand the information or the use to which they put it. A trustee of a private university observed that assessment information “was never shared because we never asked,” and 12 percent of respondents reported that monitoring student-learning outcomes is not considered a board responsibility.

When asked about the kinds of information board members would find valuable in monitoring student-learning outcomes, respondents suggested the following:

- An annual refresher on outcomes assessment—the rationale and methodologies.
- Information about what other boards and academic affairs committees receive and how they use it.
- An easily monitored dashboard of strategic indicators of student success.
- Longitudinal and comparative information on student-learning outcomes.
- Enough information to understand the significance of the data they receive.

Board use of information on student-learning outcomes. Less than one-quarter of respondents reported that the board uses information about student learning to inform budget decisions. By role, the responses varied considerably, with 31 percent of board members answering in the affirmative, compared to only 19 percent of administrators. These answers are disheartening and raise concerns about the disconnect between resource allocation and student learning, especially given the financial constraints faced by many colleges and universities. In his preface to a recent report on the connections between assessment and institutional resources, Peter Ewell emphasizes this finding: “Simply investing more money does not appear to produce more or better outcomes. Improved student learning will occur only if such investments are directed and intentional” (“Connecting the Dots between Learning and Resources,” Jane Wellman, 2010, p. 3). Further, the report indicates that institutions that outperformed peers in student engagement and retention did not spend more per student but they did spend *differently*, putting proportionately more money into academic and student support than their peers did (p. 11). Clearly, appropriate connections between fiscal and educational decision making can have positive effects on both “bottom lines.” Asked for examples of actions boards have taken after receiving assessment information, one board member reported “a significant reallocation of funds to support internships and study abroad as a result of our NSSE discussions.”

“Because rankings data are easily accessible and offer comparisons, boards may find them convenient substitutes for indicators of the quality of learning, and indeed this is often the way they are treated. However, retention and graduation rates and student/faculty ratios are as close as rankings come to descriptors of learning.”

“The hard work of assessment has value when it leads to an improvement in student learning and achievement and when it supports accountability. Boards have a stake in both and should be expected to engage in the process appropriately.”

Also worth noting among the survey results is that trustees are more likely than administrators to report that the board’s monitoring of student-learning outcomes has contributed to improvements in student learning (26.9 percent compared to 14.8 percent). A chief academic officer at a private institution remarked of his governing board, “Individuals have offered important insights, but for many, this is a subtle and difficult element in their overall responsibilities.” The hard work of assessment has value when it leads to an improvement in student learning and achievement and when it supports accountability. Boards have a stake in both and should be expected to engage in the process appropriately. A provost reported, “The board discusses student-learning outcomes regularly and as a result we are currently stepping up our focus on students’ ability to find employment and graduate study through employer and student surveys. We are using this information to analyze the effectiveness of our curricula to prepare students for their professions and lives.” A board member at a private institution reported that the academic affairs committee and the full board “reviewed student improvement in writing after three years of college training and compared our results with those of peer institutions. The basic curriculum was revised as a result, including more intensive writing early in the student’s experience.” An administrator said, “Since our board has established a range of accountability policies and practices that are centered on student-learning outcomes, it is much easier to engage faculty and administrators in meaningful and productive discussions.”

Other positive changes reported were a culture of assessment across the campus, course revisions, and greater attention to the assessment process overall by faculty and staff. These final comments point to what may be the greatest value of board engagement in assessment of student learning—heightened attention to the board’s fiduciary responsibility for educational quality, including greater understanding of student-learning assessment results, clearer institutional focus on accountability, and greater responsiveness to needed changes surfaced by assessment.

CLOSING THOUGHTS

The results of this survey describe a governance environment in which the majority of boards receive some information about student-learning outcomes but are unsure of how to interpret or respond to it. The majority of board members, who frequently come to their service from business and industry, receive orientation to higher education finances, but orientation to educational assessment and quality is relatively rare. Too often, college rankings are used as a proxy for educational quality for the board. While boards are devoting more time to considerations of educational quality, most agree it is still not enough time. Board members and chief academic officers are not always on the same page as to the value boards can bring to the institutional effort to assess student learning, and few boards make a link between financial decisions and educational quality. As has long been the case for institutions, boards also find their engagement in assessment of student learning is situational, often driven by reaccreditation. And sometimes boards do not receive useful information from assessment because institutions still have not established reliable processes to assess student learning.

For colleges and universities to respond fully to the demands of the public and the needs of students, they must continue to address the question of what difference a college education makes, and boards must be their partners in this. Boards must be a part of the conversation about student learning, but they cannot do this alone. Institutional administrators should encourage their involvement and provide appropriate orientation and education. They must receive appropriate information on what the institution expects and what it finds in the process of assessment. And, they must hold the administration accountable for following up to address identified needs. While respecting the responsibility of faculty and academic administrators, boards can and should be the lever that institutions need to improve their assessment of student learning and to act on findings in a way that improves educational quality and delivers on the promise of higher education.

Suggestions for board members

1. Develop your understanding of your fiduciary responsibility for educational quality.
Recognize that education has two bottom lines: one for finances and one for educational quality.
Also, understand that discussions of both can be linked in meaningful ways.
2. Devote time in board meetings to educational opportunities and discussions of what the institution is doing to assess and improve student learning.
3. Expect to receive useful, high level information on student-learning outcomes, including actions taken to improve learning outcomes based on the findings, as well as the results of those actions.
Look for comparisons over time and to other institutions. Devote time to discussion in board meetings.
4. Use information from the assessment of student learning to inform appropriate financial decisions.
5. Recognize that faculty and academic administrators shape the approaches to assessing the outcomes of student learning, but the board is responsible for ensuring that assessment takes place and that results lead to action for improvement.

Suggestions for administrators

1. Include an introduction to the oversight of educational quality in board orientation.
Make sure it is included in the list of board responsibilities that is discussed with new board members.
2. Provide regular education to all board members on the institution's assessment process, key results, and actions.
3. Provide high-level reports to the board on findings of assessment, including a set of dashboard indicators, and engage board members in discussions of implications.
4. Be certain that meeting agendas of academic committees and the full board allow strategic and comprehensive discussions of assessment—the rationales, the processes, the findings, the implications, and any follow-up actions.
5. Include the board in the accreditation process in appropriate ways.

RESOURCES

Association of Governing Boards of Universities and Colleges. “Statement on Board Responsibility for Institutional Governance.” Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2010.

Association of Governing Boards of Universities and Colleges. *Faculty, Governing Boards, and Institutional Governance*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2009.

Bacow, Lawrence S. “How Competition Whipsaws Our Colleges and Universities.” *Trusteeship*, January-February 2008.

Ewell, Peter T. *Making the Grade: How Boards Can Ensure Academic Quality*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2006.

Ingram Center for Public Trusteeship and Governance of the Association of Governing Boards of Universities and Colleges and the Texas Higher Education Coordinating Board. *Closing the Gaps by 2015: Texas Strategies for Improving Student Participation and Success*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2008.

Loughry, Andrea. “So Many Rankings, So Few Measures of Student Learning.” *Trusteeship*, January-February 2008.

Massy, William F., Steven W. Graham, and Paula Myrick Short. “Getting a Handle on Academic Quality.” *Trusteeship*, September-October 2007.

Morrill, Richard L. *Strategic Leadership in Academic Affairs: Clarifying the Board's Responsibilities*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2002.

Morrill, Richard L. *The Board's Responsibilities for Academic Affairs*. Board Basics. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2003.

These resources can be found at: <http://agb.org/resources-boards-and-educational-quality>.



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DRAFT**NEW OR REVISED ACADEMIC PROGRAM PROPOSAL POLICY:**

The Board reviews and approves all new or revised academic program proposals on the bases of their quality and sustainability, fit with role and mission, response to demonstrated need, and availability of resources. Each campus maintains a robust academic planning process to assure well-vetted campus proposals for consideration by the Academic Affairs Committee, including new programs, major revisions, moratoria, and discontinuances. To facilitate the work of the Academic Affairs Committee, the campuses identify in September annually any proposals under development or in planning.

Procedures:

The proposing campus submits the proposal at least two weeks prior to preliminary consideration by the Academic Affairs Committee. Supporting materials include:

1. For new or revised degree programs: Brief statement of Program Details and completed Table (see attached Addendum for the Program Details and Table).
2. For regional collaborative programs (WICHE, WUE, etc.): Relevant details concerning program capacity, anticipated enrollments, budget plan, and rationale.
3. For delivery of approved programs and courses off campus: Relevant details include program, delivery site, delivery mode, and the like.
4. For moratoria and discontinuances: Brief history of program; reasons for the moratorium or discontinuance; for moratoria, proposed length and accommodations for currently enrolled students; for discontinuances, provisions for accommodating currently enrolled students, either by “teaching out,” transfer, or change of major.
5. For proposed academic organizational changes (formation, elimination, consolidation of Colleges, Schools, Divisions, and/or Departments): Description and budget plan, if needed.

On the recommendation of the Academic Affairs Committee, the Board considers the proposal during the next ensuing meeting. Following Board approval, the Chancellor reports the new program or other required information to the CCHE which has final approval authority for new academic programs.

PROGRAM DETAILS

1. Specific Identifiers:
 - a. Name of Program _____
 - b. Degree Type _____
 - c. Recommended CIP Code _____
 - d. College, School, Dept. (all that apply) _____
2. Overview of Program:
3. Fit With Campus Mission:
4. Evidence of Need (State Need, Similar Programs in State and Region, Student Demand, etc.):
5. Student Population in Five Years and Profile:
6. Admission Requirements:
7. Curriculum:
8. Faculty Resources, Current and Required:
9. Library Resources, Facilities, Eqpt., etc., Current and Required:
10. Overall Budget Summary:

TABLE 1

Enrollments:	Year 1	Year 2	Year 3	Year 4	Year 5
Resident	_____				
Non-Resident	_____				
Head Count Total	_____				
Resident FTE	_____				
Non-Resident FTE	_____				
FTE Total	_____				
Graduates	_____				

TABLE 2

Operating Costs (Base)	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Faculty						
Admin						
Rent/Lease						
Student Aid						
All Other						
TOTAL BASE COSTS						
Capital						
Eqpt.						
Library						
TOTAL ONE-TIME						
REVENUE						
State Funds						
Tuition						
Fees						
TOTAL REVENUE						

DRAFT**PROGRAM REVIEW POLICY:**

The campuses conduct regular internal reviews of all approved programs at least once every seven (7) years.

Procedures:

- A. Each campus maintains on its web site an outline of the process and schedule for program review. Based on self-studies, the review reports include:
 - Brief history of program;
 - Relationship of program to role and mission and success in meeting objectives;
 - Analysis of continuing need, quality, and resource adequacy based on at least three years of data on enrollments, student profiles, outcomes assessments (including alumni surveys), numbers of graduates, and other pertinent considerations; and
 - Plans for the future that address identified issues – i.e., weaknesses, new opportunities, and the like.
- B. Campuses present the program review reports of the preceding year for consideration by the Academic Affairs Committee during the meeting preceding the December Board meeting, including brief summaries of the reports that include plans for the future for submission to the Board.
- C. The Academic Affairs Committee reviews and recommends acceptance of the summaries to the Board.

DRAFT**Policy on Appellate Review of Faculty Dismissal and Designated Grievance Decisions:**

The Board exercises appellate review of all dismissals of tenured or tenure-track faculty members and of all grievance decisions with the President as a party.

Procedures:

- A. Appellant must submit a written request for appellate review to the Chancellor and the Executive Secretary to the Board, by certified mail or hand-delivery, within fifteen (15) working days after receipt of the dismissal or grievance (with the President as a party) decision. The written appeal must include:
1. A copy of the dismissal or grievance decision;
 2. A statement of the grounds for the appeal, outlining the basis for Board appellate review; and
 3. A copy of a request to the campus President or Hearing Committee as appropriate to prepare and submit certified copies of the full record of the proceedings leading to the decision to 1) the appellant and 2) the Chancellor.
 4. The campus President or Hearing Committee shall submit the certified copies of the full record of the proceedings within ten (10) working days after receiving the request.
- B. The Board shall notify the respondent of the appeal and allow fifteen (15) working days for the submission of a response to the appeal, with a copy to the appellant.
- C. The Board shall conduct an appellate review of the decision only, limiting its review to the information and materials contained in the record of the decision.
1. The record shall consist only of the institutional record, including any tape recordings of the proceedings and all materials admitted during the disciplinary or grievance proceedings, along with any written submissions allowed in support of the appeal as identified herein.
 2. The Board shall not accept or consider any new evidence not submitted during the proceedings on the campus.
 - Upon receipt of the full record, including the appeal and response, the Board shall notify the parties and schedule time for the appellate review during a regular or special meeting of the Board, with appropriate notice to the public.
 - On discretion and pursuant to Board By-Laws, the Board Chair may appoint an *ad hoc* Committee of Board Members to review the record on appeal and present a recommendation to the Board.

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- On discretion and with appropriate notice, the Board may permit oral argument by the parties, under time limits assigned by the Board, during the scheduled meeting time for the appellate review.
- The Board shall make and announce its decision on the appeal in open session.

D. Pursuant to its authority to conduct an appellant review, the Board shall:

1. Affirm the original decision; or
2. Reverse or otherwise modify the original decision if the Board finds it arbitrary, capricious, unlawful, and/or discriminatory; or
3. Remand the matter to the campus with specific instructions to conduct additional proceedings or develop a supplemental record on specific issues, with all attendant appeal rights following those proceedings; or
4. Mandate the action the Board deems just and appropriate under the circumstances.

E. CSUS General Counsel shall periodically review and approve all related campus policies and procedures to assure conformity with this appellate review policy and procedures.

DRAFT**Policy on Appellate Review of Decisions Concerning Competition With the Private Sector:**

In accordance with C.R.S. 24-113-104 (2011), the Board exercises appellate review of Presidential decisions concerning allegations of inappropriate competition with the private sector.

Procedures:

- A. Appellant must submit a written request for appellate review to the Chancellor and the Executive Secretary to the Board, by certified mail or hand-delivery, within fifteen (15) working days after receipt of the campus decision. The written appeal must include:
1. A copy of the dismissal or grievance decision;
 2. A statement of the grounds for the appeal, outlining the basis for Board appellate review; and
 3. A copy of a request to the campus President to prepare and submit certified copies of the full record of the proceedings leading to the decision to 1) the appellant and 2) the Chancellor.
 4. The campus President shall submit the certified copies of the full record of the proceedings within ten (10) working days after receiving the request.
- B. The Board shall notify the respondent President of the appeal and allow fifteen (15) working days for the submission of a response to the appeal, with a copy to the appellant.
- C. The Board shall conduct an appellate review of the decision only, limiting its review to the information and materials contained in the record of the decision.
1. The record shall consist only of the institutional record, including any tape recordings of the proceedings and all materials admitted during the disciplinary or grievance proceedings, along with any written submissions allowed in support of the appeal as identified herein.
 2. The Board shall not accept or consider any new evidence not submitted during the proceedings on the campus.
- Upon receipt of the full record, including the appeal and response, the Board shall notify the parties and schedule time for the appellate review during a regular or special meeting of the Board, with appropriate notice to the public.
 - On discretion and pursuant to Board By-Laws, the Board Chair may appoint an *ad hoc* Committee of Board Members to review the record on appeal and present a recommendation for the Board.

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- On discretion and with appropriate notice, the Board may permit oral argument by the parties, under time limits assigned by the Board, during the scheduled meeting time for the appellate review.
 - The Board shall make and announce its decision on the appeal in open session.
- D. Pursuant to its authority to conduct an appellant review, the Board shall:
1. Affirm the original decision; or
 2. Reverse or otherwise modify the original decision if the Board finds it arbitrary, capricious, unlawful, and/or discriminatory; or
 3. Remand the matter to the campus with specific instructions to conduct additional proceedings or develop a supplemental record on specific issues, with all attendant appeal rights following those proceedings; or
 4. Mandate the action the Board deems just and appropriate under the circumstances.
- E. CSUS General Counsel shall periodically review and approve all related campus policies and procedures to assure conformity with Colorado law and this appellate review policy.

History:

Higher Education Strategic Planning Recommendations

Two Key Levers

1. Avert funding cliff.

- Colorado’s higher education system has used funds from the federal American Recovery and Reinvestment Act of 2009 (ARRA) to backfill state support that was redirected to other state priorities.
- Since 1990, state support has declined from 20 percent to 9 percent of the general fund.
- Unlike many states, there are few dedicated funding streams for higher education in Colorado.
- With a few exceptions, there are not mechanisms for generating local financial support for higher education in Colorado.

*Options identified to generate revenue for higher education in Colorado (2 or more needed)
{HESP supports the goal of bringing the state funding for higher education to the “competitive scenario”- top 1/3 nationally in tuition + state support}*

Revenue source	Potential revenue
Restore income and sales tax rates to 5.0% and 3.0%, respectively	\$445 M
Expand sales tax to specific services	\$550 M
Implement 1.0% surcharge on extraction	\$150 M
Implement a 4.0 mill levy statewide	\$350 M
Implement a 4.0 mill levy in counties where an institution of higher education is located	\$240 M

2. Increase degree and certificate completion rates.

- State goal is to double the number of degrees and certificates by 2020.
- National goal is to increase the percentage of degree holders aged 25-34 to 60 percent by 2020.
- Increasing student completion by an average of 5 percent per year over ten years will result in approximately 670,000 additional degrees and certificates.
- This will require a significant change in our current completion rates and how we measure success:
 - Our full-time graduation rate at four-year research institutions ranges from 31-42 percent in four years, and 59-73 percent in six years, depending on the institution.
 - At four-year state colleges, the average rate is about 14 percent in four years and 37 percent in six years for full-time students.
 - At two-year community colleges, the average rate is about 25 percent in two or more years, without considering part-time students or those transferring to four-year institutions.
 - These rates are lower statewide for Hispanic and low-income students or those who transfer to four-year institutions.

Recommendation 1: Affordability- Colorado must increase its investment and ensure affordability of higher education.

1a- College Opportunity Fund (COF) stipends and state financial aid funds should be maximized and include incentives for state priorities.

Funds should be maximized in two ways:

- Through COF, by providing COF funds to all resident students, with additional incentives accruing directly to institutions who meet the incentive criteria—for enrollment that meets specific state needs, such as: a) serving low- and middle-income students, b) meeting workforce needs, and c) funding

graduate students. These incentives would be calculated as a proportion of the basic COF and be the same regardless of the institution the student attends.

- Through financial aid by, for example, providing financial aid incentives to students who obtain a degree or certificate on time or early.

1b- Funds should be linked to measurable progress in spurring innovation through outcome-based rewards.

- A portion of state funds should be allocated as rewards for measurable progress in outcome-based achievements in areas that further statewide educational and economic priorities, such as: a) degrees and certificates that meet workforce needs, b) improved student retention, c) certificate and degree completion; and d) better outcomes for low- and middle-income students.
- Outcome-based funding for institutions should be strengthened, especially as new state funding becomes available.

1c- Certain graduate programs should be funded through “fee for service.”

- A portion of state funds should be allocated through “fee for service” contracts to prioritized graduate programs, such as CSU’s professional veterinary program and CU’s Anschutz medical campus, as these types of programs do not lend themselves to per student funding. Other graduate programs can be handled through COF incentives. Any other “fee for service” allocations should be significantly reduced as state funds are stabilized.

1d- Efficiencies should continue to be implemented.

There should be a continued focus on achieving institutional and statewide efficiencies such as:

- Coordinating purchases from system-wide price lists resulting in economies of scale and lower prices;
- Consolidating administrative operations;
- Implementing innovations such as online course delivery to meet student needs at lower cost while maintaining quality; and
- Demonstrating ongoing savings and efficiencies annually.

1e- A state fund should be created to match locally raised funding.

- The state should create a matching fund where local voters’ financial commitment to local institutions can be matched with state assistance. Such a matching fund should be used to account for local revenue capacity variances.

1f- State funding should be considered with a view to the system.

- State appropriations, tuition policy, state financial aid and institutional subsidies, as well as the state’s tiered system, should be considered when assessing policy changes.

Recommendation 2: Access- Colorado must reduce regional, income and ethnic gaps in college admission, retention and completion.

2a- Support multiple entry points into college.

- Guarantee admission to all qualified Colorado students into a higher education institution in Colorado somewhere within our integrated, tiered system.
- Send notice, proactively, to students and families stating that, based on admission criteria established for such tier, the student has qualified for admission to college.

2b- Allow for flexible pathways to completion of degrees and certificates.

- Allow all qualified students to move to public institutions with more selective admission criteria if they meet transparent and uniform transfer requirements.
- Develop seamless transfer standards—from the student’s perspective—for movement from two-year to four-year institutions for qualified students, and institute them statewide.
- Put in place and support practices which allow for dual admittance in “partner” higher education institutions, and concurrent enrollment with high schools statewide.
- Maximize alternative delivery methods such as online programs and collaborative partnerships with workforce centers.

2c- Make college affordable for all students who meet admission requirements.

- Work to ensure that a student's choice of schools at all tiers is based on merit, not affordability.
- For qualified, low-income students, meet 100 percent of their financial need, through a combination of loans, grants and self help and without use of parent or private loans.
- Simplify and improve the process for obtaining financial aid.
- Make more financial aid available and target it to meet the needs of the state.
- Devote more financial aid dollars to work-study, certificate, part-time and adult learners.
- Design and implement student "shared commitments," such as turning loans to grants if certain performance criteria are met or if students graduate early or "on time."
- Reinstitute some "merit-based" loans/grants, and assess their impact on retention.

2d- Provide support structures for students, including adults, to stay on track and complete their education.

- Put into practice statewide "supportive services," universally at all institutions targeted to low-income or first-generation students, with an emphasis on mentoring and advising.
- Develop and implement "individual career and academic plans" (ICAPs) to put and keep students on track to complete their education.
- Strengthen adult basic education through funding and expertise in cooperation with Pre-K-12.

Recommendation 3: Quality- Colorado must identify systemic ways to improve the educational pipeline.

3a- Focus on college earlier.

- Provide earlier access to career and college preparatory information (particularly for Hispanic students and English language learners) with a focus on increasing: a) awareness of the value of higher education, b) academic preparation, and c) financial literacy and capacity.
- Assess and enhance options for early access to "college level" work, including concurrent enrollment, advanced placement, international baccalaureate, and other accelerated coursework in high school.
- Align/streamline processes for credentialing teachers of concurrent enrollment courses.
- Value "accelerated coursework" for all students in educator preparation and professional development.
- Determine student "readiness" for college-level work sooner, including using assessments in 11th grade or earlier and Individual Career and Academic Plans (ICAPs).
- Put career cluster and pathway models into practice and support them statewide.

3b- Increase alignment and collaboration across P-20 education and workforce systems.

- Offer seamless transitions to appropriate levels of learning for all students, including coordinating higher education "readiness" expectations, and measurements and services between CDHE and CDE.
- Incent stronger collaborations between higher education institutions and school districts, regional services areas (RSA) and boards of cooperative educational services (BOCES), including expanding early, universal access to college-level course work and ensuring that teacher prep programs address realistic 21st century higher education preparation.
- Align policies from matriculation through completion, with a focus on porous aspects of transitions, from elementary school through university.
- Coordinate and align college admissions policies with jointly adopted standards to ensure assignment of students to levels of higher education for which they are prepared.
- Strategically align with current P20 efforts in progress including CAP4K (SB08-212), postsecondary and workforce readiness, establishing common metrics and assessments, etc.

3c- Expand effective remediation efforts.

- Review and refine state approaches to remedial education and invest in strategies to meet diverse student needs.
- Identify and expand effective remediation programs, including early assessment of needs, in order to move students effectively and successfully into and through to completion of degree and certificate programs.

- Recognize significant costs associated with remediation as well as its impact on completion; commence remediation in a timely manner.

3d- Use common data and assessments.

- Design and put into practice common metrics as well as data collection and sharing standards that are consistent statewide and that can be used to track against national measurements.
- Develop and implement common assessments across P20 and workforce systems that effectively evaluate the level at which students are performing and how that relates to their grade level.

3e- Address capacity to meet demands.

- Review capacity of higher education to meet future demands, including undertaking a statewide space utilization review and leading promotion of collaborative uses of physical facilities and continued development of alternative delivery approaches, such as online program delivery.

Recommendation 4: Accountability- The system of higher education should be structured to allow for the advancement of state priorities.

4a- Maintain current governance structure.

- Maintain the current higher education governance structure, including institutional and system governing boards.
- This structure should continue to include a statewide oversight board—the Colorado Commission on Higher Education (CCHE)—with authority to implement broad statewide policy for higher education.

4b- Enhance responsibility and authority of the CCHE.

- Enhance the responsibility and authority of the CCHE in higher education policy to include:
- Articulating and advocating a vision for higher education and setting forth an agenda for higher education that is responsive to the state’s demographics, labor market and economic development needs.
- Serving as the leadership body on such policy issues as ensuring access to and successful completion of higher education course work for all Coloradans.
- Compiling data on higher education, using common indicators and metrics, for the purposes of describing higher education in the state and ensuring accountability to meet state goals.
- Negotiating performance contracts with each institution to ensure state goals are being met.
- Coordinating with governing boards toward the goal of aligning strategic plans and state goals and priorities.

4c- Review institutional missions within 18 months.

- Require the CCHE to undertake a review of the system and recommend to the state legislature a potential realignment to more efficiently and productively meet the current and future needs of students. CCHE should maintain clarity and focus on mission for all institutions and specifically:
 - Examine the role and mission, and the research and graduate designations, of all institutions.
 - Study the Auraria Higher Education Center and whether it remains the most effective structure to meet higher education needs in the Denver regional area.

4d- Implement performance funding.

- When at least restoration funding is achieved, implement a finance policy whereby a portion of state funding is based on performance of institutions and students against specific state goals set forth by the CCHE.

4e- Require consultation with the CCHE in appointment of the Executive Director of the CDHE.

- The Governor should appoint the Executive Director of the Colorado Department of Higher Education in consultation with the CCHE

TOPIC: PRELIMINARY GOALS FOR 2012 CCHE MASTER PLAN

PREPARED BY: MATT GIANNESCHI

I. SUMMARY & BACKGROUND

On August 4 & 5, 2011, the Colorado Commission on Higher Education held its annual retreat at Fort Lewis College in Durango, Colorado. The objective of this retreat was to begin the process of identifying the primary goals of the CCHE's statewide master plan, which would then be more broadly discussed and refined with the assistance and full participation of the larger postsecondary community.

Following a presentation from the National Center for Higher Education Management System (NCHEMS), a discussion of Colorado's previous four master plans as well as other states' current master plans, consideration of constituent feedback collected by Engaged Public, the facilitators for the retreat, and an exhaustive conversation about the priorities identified in "The Degree Dividend," the CCHE arrived at four preliminary objectives for its 2012 Master Plan.

Using the framework found in the Degree Dividend, the CCHE arrived at the following four preliminary goals for its 2012 Master Plan:

1. Increase degree attainment across Colorado in order to meet future workforce demands. The objective of this goal is to identify projected workforce demand, net of the in-migration of talent to the state, which could be used to both benchmark the state's needs and evaluate future progress.
2. Close gaps in degree attainment among students from traditionally underserved communities, in particular, Latinos, students from rural communities, and students from lower socioeconomic households.
3. Improve outcomes in remedial education by successfully aligning the state's postsecondary admission and remedial policies with the state's K-12 system, by assisting the state's school districts in identifying and addressing students' developmental needs before graduating from high school, and by scaling up successful innovations in remedial/developmental placement and instruction.
4. Pursue public funding that will allow public institutions of higher education to meet projected enrollment demands while maintaining current productivity efficiencies. In addition, pursue public funding to lower the burden on students by achieving a mix of revenues that equals 50 percent state funds and 50 percent tuition and fees. Importantly, while remaining very mindful of the current fiscal conditions in the state and on public campuses, the Commission noted that the potential inability of the state to meet this goal in the near term should not invalidate the previous three goals. In

other words, the CCHE argued that each of the goals should be treated as independent of one another.

Notably, upon completing the process to identify the just mentioned initial goals, it was observed that, while unique to the current conditions of the state, the goals closely resemble those found in nearly all of the CCHE's previous master plans. Going all the way back to 1986, the CCHE has made arguments to increase degree attainment, promote greater accessibility, improve efficiencies, and increase state support. This observation both reinforced the importance of the goals as well as, more solemnly, reflected their problematical endurance.

II. STAFF ANALYSIS

On December 2, 2011, the CCHE will join the chief executive officers and governing board members of Colorado's public colleges and universities to discuss the four preliminary goals for its 2012 Master Plan. In preparation for that event, at the September, October, and November CCHE meetings, staff at the Department of Higher Education will prepare information for the CCHE that will begin to more fully explicate the challenges and opportunities in the proposed goals as well as provide examples of how such goals might be reflected in performance targets and/or questions for further discussion.

To this end, the following is intended to (a) provide examples of possible statewide target goals that reflect the CCHE's four proposed statewide priorities as well as (b) present an example of the ways in which goals one and four could be illustrated in the 2012 master plan. Please note that these examples are for discussion purposes only and are not intended for action by the CCHE at this time.

Potential Statewide Goals: If the CCHE were to adopt the proposed state goals that came out of the 2011 annual retreat, the following benchmarks might be considered for purposes of illustrating specific state-level performance goals.

- By 2025, XX% of the Colorado population ages 25-64 will have a college degree or certificate.
- By 2025, the education attainment gaps between whites and minorities ages 25-64 will be less than XX%.
- By 2025, the education attainment gap between populations ages 25-64 in counties with the lowest educational attainment levels and those with the highest attainment levels will be reduced by XX%.
- By 2025, the proportion of recent high school graduates requiring remediation upon entry into the postsecondary education system will be reduced by XX%
- By 2025, the proportion of total revenue to public colleges and universities from state sources will equal 50%.

- By 2025, the total cost per degree in the state's public colleges and universities will be equal to or lower than the total cost per degree in 2011.

Illustrating the Financial Impact of Achieving Goals One and Four: Turning to estimates of the revenues needed to achieve goals one and four. The CCHE's preliminary goals one and four argue that the state's degree attainment goal should be tied to a specific target and that the state's revenue goal should be benchmarked against projected enrollment demands while maintaining current productivity efficiencies in the system. The analysis in Attachment A provides one possible operational illustration of these goals. The National Center for Higher Education Management Systems (NCHEMS) prepared the analysis in Attachment A.

For purposes of illustration, the analysis in Attachment A assumes that the degree attainment goal for the state is consistent with that adopted by the Obama Administration, or 60% attainment by the year 2025. According to the analysis in Attachment A, if the 60% figure were used as a benchmark, we would assume that the production of degrees in the state would need to increase by approximately 3.1% each year, or an additional 230,000 degrees, of which approximately 151,000 (66%) would be created by the public sector. If accomplished, this would require an estimated \$650,000,000 in additional state revenues in 2025 at current costs per degree. If, however, the state were to concurrently pursue a goal of recalibrating the mix of revenues to public colleges and universities to 50% tuition and 50% state support (i.e., COF), the net incremental revenue to the system would grow to \$844,000,000 in 2025. Again, this projection assumes that total revenue per student remains unchanged. In other words, this assumes that the costs per degree would remain constant.

III. STAFF RECOMMENDATION

No recommendation. For discussion only.

STATUTORY AUTHORITY

C.R.S. 23-1-108: Duties and Powers of the Commission with Regard to Systemwide Planning

Addendum A: Estimating the Increase in State Appropriations Needed to Achieve the 60 Percent College Attainment Goal by 2025

1 Additional Associate and Bachelor's Degrees Needed to Reach 60 Percent College Attainment by 2025

230,442 Additional Associate and Bachelor's Degrees Needed to Meet 60% Attainment Goal by 2020
 3.1% Annual Percentage Increase in degree Production Needed

2 Public Costs (State, Local, Tuition and Fee Revenues) per Credential - Weighted by Degree Level, STEM and Health

\$ **33,794** Total Public System, Lowest Cost of any State in the U.S.
 \$ 35,197 Public Research
 \$ 26,553 Public Bachelor's and Masters
 \$ 43,275 Public Two-Year

3 Current Distribution of Associate and Bachelor's Degrees

<u>Number</u>	<u>Percent</u>
14,088	33.2% Public Research
7,747	18.3% Public Bachelor's and Masters
5,915	14.0% Public Two-Year
14,639	34.5% Private

4 Additional Degrees Produced by 2025 with Current Sector Mix

76,588 Public Research
 42,116 Public Bachelor's and Masters
 32,156 Public Two-Year
 150,859 Total Public (with Privates Maintaining their Share)

5 Additional Degrees Produced Annually by Sector (Assumes Linear Progress Toward Goal)

Year	Public Research	Public Bachelor's and Masters	Public Two-Year	Total
2011	638	351	268	1,257
2012	1,276	702	536	2,514
2013	1,915	1,053	804	3,771
2014	2,553	1,404	1,072	5,029
2015	3,191	1,755	1,340	6,286
2016	3,829	2,106	1,608	7,543
2017	4,468	2,457	1,876	8,800
2018	5,106	2,808	2,144	10,057
2019	5,744	3,159	2,412	11,314
2020	6,382	3,510	2,680	12,572
2021	7,021	3,861	2,948	13,829
2022	7,659	4,212	3,216	15,086
2023	8,297	4,563	3,484	16,343
2024	8,935	4,913	3,752	17,600
2025	9,573	5,264	4,020	18,857
Total	76,588	42,116	32,156	150,859

**6 Additional Total Revenues Needed to Produce the Degrees by Sector
(Assumes Current Costs per Credential and Linear Progress Toward Goal)**

Year	Public Research	Public Bachelor's and Masters	Public Two-Year	Total
2011	22,463,810	9,318,989	11,596,275	43,379,073
2012	44,927,619	18,637,978	23,192,550	86,758,147
2013	67,391,429	27,956,967	34,788,825	130,137,220
2014	89,855,238	37,275,956	46,385,100	173,516,294
2015	112,319,048	46,594,945	57,981,375	216,895,367
2016	134,782,857	55,913,934	69,577,650	260,274,441
2017	157,246,667	65,232,922	81,173,925	303,653,514
2018	179,710,476	74,551,911	92,770,200	347,032,587
2019	202,174,286	83,870,900	104,366,475	390,411,661
2020	224,638,095	93,189,889	115,962,750	433,790,734
2021	247,101,905	102,508,878	127,559,025	477,169,808
2022	269,565,714	111,827,867	139,155,300	520,548,881
2023	292,029,524	121,146,856	150,751,575	563,927,955
2024	314,493,333	130,465,845	162,347,850	607,307,028
2025	336,957,143	139,784,834	173,944,125	650,686,101
Total	2,695,657,143	1,118,278,671	1,391,552,998	5,205,488,811

**7 Additional Total Revenues Needed to Reach 50% State Appropriations Goal
(Assumes Current Costs per Credential and Linear Progress Toward Goal)**

Current State Appropriations	499,465,872	
Current Tuition and Fee Revenues	1,537,651,787	
State Share Current	24.5%	
State Share in 2025	50.0%	Active Cell

Year	Additional State Appropriations at Current Share	Change in State Share (Linear)	Additional State Appropriations with Change in Share	Additional Revenue Needed from Students
2011	\$ 10,627,873	24.5%	\$ 10,627,873	\$ -
2012	\$ 21,255,746	26.3%	\$ 59,940,627	\$ (38,684,881)
2013	\$ 31,883,619	28.1%	\$ 110,833,618	\$ (78,949,999)
2014	\$ 42,511,492	30.0%	\$ 163,306,847	\$ (120,795,355)
2015	\$ 53,139,365	31.8%	\$ 217,360,314	\$ (164,220,949)
2016	\$ 63,767,238	33.6%	\$ 272,994,018	\$ (209,226,780)
2017	\$ 74,395,111	35.4%	\$ 330,207,961	\$ (255,812,850)
2018	\$ 85,022,984	37.3%	\$ 389,002,140	\$ (303,979,156)
2019	\$ 95,650,857	39.1%	\$ 449,376,558	\$ (353,725,701)
2020	\$ 106,278,730	40.9%	\$ 511,331,213	\$ (405,052,483)
2021	\$ 116,906,603	42.7%	\$ 574,866,106	\$ (457,959,503)
2022	\$ 127,534,476	44.5%	\$ 639,981,236	\$ (512,446,760)
2023	\$ 138,162,349	46.4%	\$ 706,676,604	\$ (568,514,256)
2024	\$ 148,790,222	48.2%	\$ 774,952,210	\$ (626,161,988)
2025	\$ 159,418,095	50.0%	\$ 844,808,054	\$ (685,389,959)

**TOPIC: GRADUATION GUIDELINES AND POSTSECONDARY
AND WORKFORCE READINESS ENDORSED DIPLOMA**

PREPARED BY: TAMARA WHITE JOHNSON

I. SUMMARY

This information item provides an update on the CDE graduation guidelines and an update on the postsecondary and workforce readiness (PWR) endorsed diploma process, per S.B. 08-212/Cap4Kids. A PWR endorsed diploma taskforce, consisting of high school and college administrators from around the state, has been formed and is staffed by CDE and DHE. This task force is charged with developing recommendations concerning the criteria for PWR diploma endorsement, advising on college and career readiness, and identifying core competencies and skills necessary to classify high school graduates as ready for post-secondary education and the workforce. State Board of Education and CCHE will be asked to approve the task force's recommendation in Spring 2012.

II. BACKGROUND

Senate Bill 08-212, also known as "Colorado's Achievement Plan for Kids" or CAP4K, was a landmark education reform initiative that is creating, for the first time in Colorado, an aligned preschool to postsecondary educational system (P20 alignment). The bill has impact on high school graduation requirements and guidelines. The bill also requires recognition of college readiness through demonstration of mastering the new P12 Academic & PWR Standards, and may be noted on high school diplomas (the PWR Endorsement).

Graduation Guidelines

Pursuant to C.R.S. 22-2-106(1)(a.5) and 22-32-109(1)(kk)(I), it is the duty of the State Board of Education (SBE) to adopt, on or before December 15, 2011 a comprehensive set of guidelines for the establishment of high school graduation requirements to be used by each school district board of education in developing local high school graduation requirements. Graduation guidelines adopted by the SBE will identify minimum standards or core competencies or skills expected from all high school graduates. These guidelines can be thought of as "what is needed to exit high school," whereas the PWR Endorsement and Higher Education Admission Requirements (HEAR) can be thought of as "what is needed to enter higher education." Development of the graduation guidelines will be done in alignment with the timing, to the extent possible, and development of the PWR endorsed diploma criteria. CDE will collaborate with the DHE to ensure the graduation guidelines align with the PWR Endorsement and HEAR.

PWR Endorsed Diploma

Per the legislation, SBE and CCHE shall jointly adopt the criteria (based upon the recommendations of the taskforce) for the PWR Endorsement. A student with PWR endorsed

diploma will be guaranteed (subject to additional institutional review of other admission and placement qualifications):

1. To meet minimum academic qualifications for admission to all open or selective public institutions of higher education in CO, and to be eligible for placement into credit-bearing courses.
2. To receive priority consideration, in conjunction with additional criteria, for placement into credit-bearing courses at all other (highly selective) public institutions of higher education in CO.

The Endorsed Diploma Task Force will be meeting at least once per month this fall, with the first meeting on September 16th at Pikes Peak Community College. On November 10, 2011 the SBE and CCHE will hold the first of two joint meetings and will review and discuss endorsed diploma criteria. CDE and DHE will provide online and in-person opportunities to vet with the public the task force recommendations for the PWR endorsements. The PWR diploma endorsement shall not take effect unless the Governing Boards of State IHEs approve the criteria. In December 2011, DHE will meet with the Governing Boards of IHEs to seek approval of the PWR endorsed diploma criteria. In January/February 2012 the task force will update SBE on Governing Board approval of the criteria. In March/April 2012, the task force will attend the second of the two SBE and CCHE joint meetings to seek joint approval of the PWR endorsed diploma criteria. In May/June 2012, districts will decide if they will offer endorsed high school diplomas. In 2012 and beyond, districts may begin offering diploma endorsements to graduating students. In fall of 2014 students with the PWR endorsement will begin enrolling in Colorado IHEs and receive priority consideration.

III. STAFF RECOMMENDATIONS

No action required. This is an information item only.

STATUTORY AUTHORITY

C.R.S. 22-2-106 (1)(a.5)
C.R.S.22-32-109(1)(kk)(I)
C.R.S. 22-7-1017(2)(a-b)

Endorsed Diploma Criteria Work Plan July 22, 2011

- Survey: district leaders to find out current policies and opinions about high school diploma endorsements.
- Research: learn about other state diploma endorsements.
- Task Force: The purpose of the Endorsed Diploma Task Force is to provide recommendations to the SBE and CCHE concerning the criteria for a high school PWR diploma endorsement. The role of the Task Force members will be to provide expert advice and serve as a representative of their constituent affiliation. The group will consider the results of state-wide surveys, local and national research and public feedback to put forth a recommendation to the SBE and CCHE.
 - The Task Force meetings are tentatively scheduled for the following dates and locations from 8:30 Am – 12:30 PM:
 1. **Wednesday, August 25 – Denver Metro**
Denver School of Science and Technology, Denver Public Library, Denver Museum of Nature and Science, Denver Chamber of Commerce, Adams 12 Five Star
 2. **Friday, September 16 – Colorado Springs**
Air Force Academy, Pikes Peak Community College, UCCS
 3. **Friday, September 30 – Pueblo**
Pueblo Community College
 4. **Friday, October 14 – Greeley**
UNC
 5. **Friday, October 28, Denver (if needed)**
Denver School of Science and Technology, Denver Museum of Nature and Science, Denver Chamber of Commerce, Adams 12 Five Star
- SBE and CCHE meeting one to discuss progress on identifying criteria for PWR endorsed diploma, tentatively scheduled to take place at the DHE Board Room on November 10, 2011 from 1:30 - 4:30 PM.
- IHE governing board discussion and approval –December 1, 2011.
- SBE and CCHE meeting two to seek formal joint adoption of criteria, scheduled for Spring 2012 (February or March).

Endorsed Diploma Task Force - Schedule of meetings - Update

From: Gully Stanford [<mailto:Gully.Stanford@cic.state.co.us>]

Sent: Thursday, August 18, 2011 6:45 AM

To: curtis.turner@lamarcc.edu; Dennison, George; scott.stump@njc.edu; Ross, Ryan; ecarpio@adams.edu; chapman@mscd.edu; Ross, Ryan

Cc: kim.poast@dhe.state.co.us; matt.gianneschi@cclaurora.edu; glancy_e@cde.state.co.us; burns_a@fortlewis.edu

Subject: Endorsed Diploma Task Force - Schedule of meetings - Update

Good morning, Colleagues.

First a correction (with thanks to Dean Turner for catching the error) – the first meeting is THURSDAY August 25. My apologies.

There is a change for that day: we shall just have an online Webinar that day from 10:30 am – 12:30 pm
Details will follow.

The other meetings are as announced:

Friday 16 September	8:30 – 12:30	Colorado Springs
Friday 30 September	8:30 – 12:30	Pueblo
Friday 14 October	8:30 – 12:30	Greeley
(If needed) Friday 28 October	8:30 – 12:30	Denver

All subsequent meetings are scheduled to take place from 8:30 AM – 12:30 PM. Please save the dates and locations and specific meeting venues will be announced as we determine them. The Colorado Department of Education (CDE) and the Department of Higher Education (DHE) will reimburse all task force members for travel expenses incurred during this time. Your work will be led by staff from both the CDE and the DHE and informed by state survey results, national research and best practices.

On August 25 from 10:30 AM-12:30 PM, the joint CDE and DHE will host a webinar to provide you with the policy background, an overview of the process and expectations, review some key considerations and answer any questions you have.

Again, thank you for your time and your commitment to this critical process. Please contact Emmy Glancy at glancy_e@cde.state.co.us or call 303-866-6118 with any questions or concerns.

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Go Further! Go to College!

From: Gully Stanford

Sent: Thursday, July 28, 2011 4:53 AM

To: curtis.turner@lamarcc.edu; george.dennison@colostate.edu; scott.stump@njc.edu; Ross, Ryan; ecarpio@adams.edu; chapman@mscd.edu

Cc: kim.poast@dhe.state.co.us; matt.gianneschi@cgaurora.edu; glancy_e@cde.state.co.us

Subject: Endorsed Diploma Task Force - Schedule of meetings

Good morning, colleagues,

On behalf of Dr. Matt Gianneschi and Dr. Kim Poast, and the Colorado Departments of Education and Higher Education, I'm delighted to confirm that you have been invited to serve on the upcoming Task Force on Endorsed Diplomas, as set out in CAP4Kids, SB09-212.

As the Higher Ed Stakeholders, you are

Postsecondary administrator representing the two-year sector or Postsecondary instructor representing the two-year sector - Curtis Turner – Lamar Community College

Postsecondary administrator representing the four-year sector or Postsecondary instructor representing the four-year sector - George M. Dennison - Colorado State University System

English Language Arts Postsecondary Instructor - Jane Chapman Vigil, Professor and Director of Composition, Metro State College

Career and Technical Education administrator or faculty - Scott Stump, Interim President, Northeastern Junior College, former Dean of Career and Technical Education, Colorado Community College System

PWR Service Providers - Ryan Ross, TRIO – Dean of Student Services, former Academic Student Support and Education Transition Center at the Community College of Denver

Postsecondary admissions professional - Eric Carpio, Director of Admissions, Adams State College

I shall call you today to confirm your interest and availability to serve.

A schedule of meetings is attached: they will take place between August 25 and October 28. The State Board and CCHE are expected to take action in early Spring 2012.

Please note that this is really by way of a "heads-up" as the final adoption of the Task Force (which includes 10 P-12 and Business representatives) by the State Board of Education has yet to take place. Please don't hesitate to contact me with any questions or suggestions.

Thank you!

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Evaluation Committee

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**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
FINANCE COMMITTEE MEETING AGENDA
October 4, 2011**

1. *Discussion/Presentation* – Update on State/Campus budget issues and discussion on potential funding reductions 15 min
2. *Discussion/Presentation* – Presentation on CSU System debt capacity 15 min
3. *Discussion/Presentation/Action* - Presentation on proposed debt financed capital projects at CSU and review and adoption of related program plans 25 min
 - a. CSU – Lory Student Center expansion/renovation
 - b. CSU - New Academic Village/student housing project
 - c. CSU - Miscellaneous projects
4. *Discussion/Presentation* – CSU Pueblo Housing revised financial plans 20 min
5. *Discussion/Presentation* – Discussion on future proposed projects for debt financing at CSU-Pueblo and update on campus Master Plan 15 min
 - a. CSU-Pueblo – Occhiato Student Center expansion/renovation
 - b. CSU- Pueblo – Refinancing of Walkingstick apartments
 - c. Update on Master Plan progress
6. *Discussion/Presentation* – Presentation on the Campaign for Colorado fundraising efforts at CSU and fundraising at CSU-Pueblo 20 min
7. *Discussion/Presentation/Action* – Creation of a foundation for CSU Global Campus 10 min

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

October 4, 2011

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Agenda Item 1

Update on State/Campus budget issues and discussion on potential funding reductions.

- The Governor upon entering office said his desire was to eliminate any state budget deficit by Fiscal Year (FY) 2013. The deficit was thought to be \$1.0 billion +
- In FY 2012 the Governor addressed fixing half of the identified deficit by making cuts in the range of \$500 - \$600 million
- The Governor is moving forward with curing the rest of the deficit
- In response, the Executive Director of the Department of Higher Education informed all CEO's that FY 2013 state funding for higher education would be reduced.
- In numerous discussions with key leaders it appears that higher education funding will be reduced from \$519 million in operating funds and \$91 million in financial aid by about \$100m to \$125m
- How the reductions are taken is yet to be decided

Dealing with funding reduction

- It is possible that the Governor will propose that half of the funding reduction be taken out of state financial aid.
- The other half of the proposed reduction would come out of stipends or Fee-for-Service funds.
- It could all come from operating reductions, we just do not know yet.
- If higher education funding is reduced by \$100m the CSU System share would be approximately 20% or \$20m.
- Because half of the reduction could come from financial aid funds our share could be reduced as we are only 11% of this pool of money. This would mean an overall funding cut of \$16-\$18m.
- On the next pages are initial thoughts from each campus on how to deal with these reductions



FY13 Incremental E&G Budget Version 2.0 – September 2011

Draft for Discussion with Board of Governors,
Faculty Council (including Committee on
Strategic & Financial Planning), Cabinet,
Council of Deans, ASCSU

FY13 Draft Incremental E&G Budget - Version 2.0

New Resources

Tuition	
Undergraduate	\$ 11,817,000
Undergraduate-Enrollment Growth	4,500,000
Graduate	1,530,000
Differential	<u>3,400,000</u>
Total Tuition	21,247,000
Miscellaneous	-
State Funding	(9,000,000)
State Financial Aid Reduction	<u>(6,000,000)</u>
Total New Resources	<u>\$ 6,247,000</u>

New Expenses

Financial Aid/Scholarship Inflation	\$ 2,316,000
International Partner Schools/Tuition Sharing	1,300,000
Salaries and Benefits	7,239,000
Promotions	450,000
Other Mandatory Costs (utilities & maintenance, library inflation, audit fees, debt service, dues, etc.)	1,458,000
Pass-through to Colleges/Departments	3,400,000
Commitments/Quality Enhancements	2,500,000
Unit Expense Reductions	-
Total New Expense	<u>18,663,000</u>

Net 5 \$ (12,416,000)



FY 2012-2013 Draft Incremental E & G Budget Version 2.0

New Resources

Tuition

Enrollment Growth	\$ -
Undergraduate (12% FAP)	\$ 3,000,000
Graduate (12% FAP)	\$ 108,000
Differential (TBD – Amount reflects 12% increase)	\$ <u>102,000</u>

Total Tuition **\$ 3,210,000**

State Funding (FFS reduction \$50M) \$ (1,000,000)

State Financial Aid Reduction (\$50M) (1,000,000)

Total New Resources **\$ 1,210,000**

New Expenses

Financial Aid/Scholarship Inflation \$ 650,000

Salaries and Benefits \$ 1,000,000

Promotions \$ 50,000

Other Mandatory Costs (utilities & maintenance, library inflation, etc.) \$ 750,000

Commitments/Quality Enhancements \$ 900,000

Unit Expenses Reductions \$ -

Total New Expense **\$ 3,350,000**

Net **\$(2,140,000)**

Agenda Item 2

Presentation on CSU System debt capacity

CSU System Debt Capacity

As stated in the CSU System Finance Policy:

The System's "debt capacity" will be determined from time to time, giving consideration to bond rating agency input and related industry guidelines, with the goal of maintaining the then current credit ratings from each rating agency.

CSU System Office working definition of Debt Capacity:

"Debt capacity" represents the additional amount of debt (principal) that can be issued before placing our current underlying bond ratings of Aa3 (Moody's) and A+ (S&P) in jeopardy, assuming System financial conditions remain relatively constant.

Executive Summary – Conclusions from current analysis:

- ✓ *The System can issue between \$275 - \$350 million and maintain the current ratings.*
 - *The next potential bond issue of approximately \$150 - \$180 million should place little strain on the current ratings.*
 - *Subsequent bond issues (after this current potential \$150 - \$180 million issue) will likely require that the System more aggressively defend its ratings.*

Debt Capacity Methodology

Question: How did we determine our current debt capacity range?

Members of bond finance team were asked to individually perform a debt capacity analysis utilizing our working definition of debt capacity.

Results: Barclays Capital \$350 - \$450 million could be issued over a five year period

Morgan Stanley up to \$380 million could be issued without a downgrade and \$380 - \$500 additional could be issued by “defending “ our rating

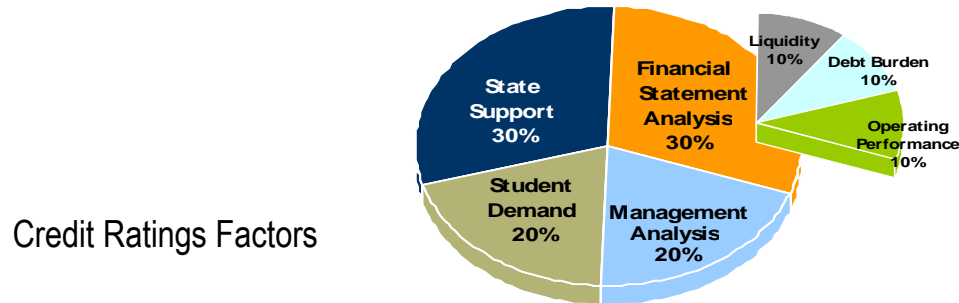
RBC Capital Markets up to \$290 million without threat of a downgrade

North Slope Capital Advisors \$275 - \$350 million without a downgrade

Consensus: Approximately up to \$200 million without a downgrade *plus* an additional \$150 million by actively “defending” our rating

Measuring the System's Debt Capacity

- Debt capacity is both a function of qualitative and quantitative factors.



- Quantitative analysis of debt capacity focuses on a grouping of key financial ratios:
 - Capital ratios compare the System's resources to debt outstanding
 - Operating ratios compare annual debt service to income
- Debt capacity analysis measures the effect of assumed additional debt issuances on these financial ratios, which are compared to ranges and to medians used by bond rating agencies and capital markets to determine the relative creditworthiness of the System's debt.
- A below average ratio in any one measure does not indicate a lower rating. Rather, various pro-forma ratios need to be evaluated collectively and in conjunction with the various qualitative factors and in the context of the System's financial strategy.

CSU SYSTEM RATIO ANALYSIS

At Current Debt Level

Rating Ratio	CSUS FY2011 Ratio (Prelim)	Moody's Median Aa2	Moody's Median Aa3	Moody's Median A1
Debt Service as % of Operations	4.00%	3.60%	4.00%	5.00%
Debt Service Coverage	3.16	3.30	3.16	2.64
Debt per Student	17,032	17,032	14,902	13,330
State Appropriation per Student	3,195	9,709	6,790	5,496
Unrestricted Resources to Debt	0.35	0.61	0.42	0.41
Expendable Resources to Debt	0.78	1.08	0.83	0.78
Total Financial Resources to Debt	1.08	1.85	1.38	1.08
Operating Margin	4.80%	3.80%	2.60%	4.40%
Expendable Resources to Operations	0.46	0.51	0.46	0.39
Total Financial Resources per Student	18,478	27,721	18,478	15,524
Debt as % of Operating Revenue	0.59	0.45	0.51	0.59

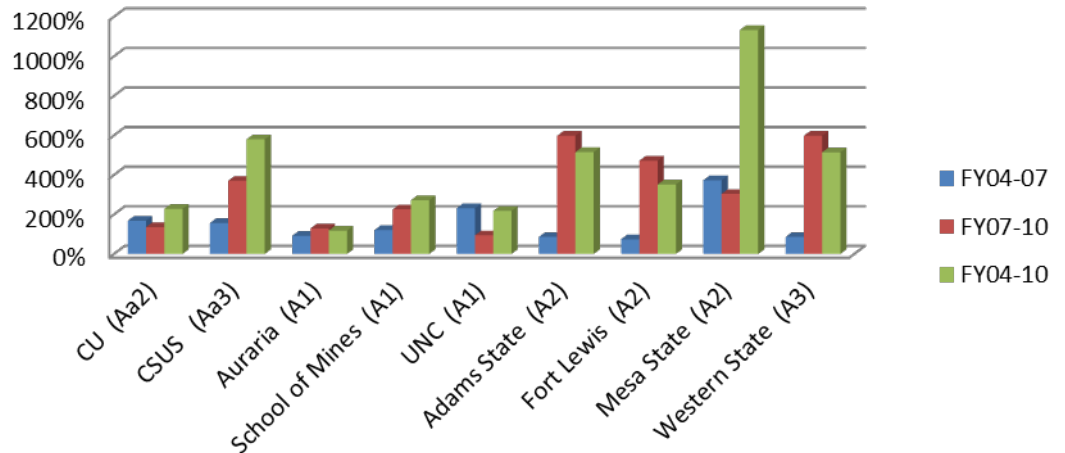
CSU System Debt Capacity The Changing Rating Environment

- Many public universities around the country and in Colorado have doubled and tripled their debt burdens in recent years while maintaining their ratings even in cases where key ratios fall several notches below their rating median for their affirmed rating.

Source: North Slope Capital Advisors

% Growth in Amount of Debt Outstanding

<u>Debt outstanding in FY2004</u>	
CU (Aa2)	\$518,789,000
CSUS (Aa3)	71,040,000
Auraria (A1)	92,217,864
Colo School of Mines (A1)	57,807,011
Univ Northern Colo (A1)	62,739,291
Adams State (A2)	11,335,804
Fort Lewis (A2)	14,620,710
Mesa State (A2)	12,887,854
Western State (A3)	17,783,905



- In spite of the growth in outstanding debt as shown in the chart above, each institution has maintained their rating.

Moody's "Revised" Rating Methodology At CSUS Current Debt Level

Moody's Rating Scorecard		Institution: Colorado State University System			
		Weight	Value		
Market Position					
Operating Revenues (\$000s)		10%	849,000	3.00	0.30
Primary Selectivity (%)		5%	83%	6.00	0.30
Primary Matriculation (%)		5%	37%	3.00	0.15
Net Tuition per Student (\$)		10%	9,819	3.00	0.30
Average Gifts per Student (\$)		5%	965	3.00	0.15
Operating Performance					
Operating Cash Flow Margin (%)		10%	4.8%	9.00	0.90
Average Debt Service Coverage (x)		10%	3.16	3.00	0.30
Revenue Diversity (Max Single Contribution %)		10%	46%	3.00	0.30
Balance Sheet and Capital Investment					
Total Cash & Investments		10%	303,000	3.00	0.30
Expendable Financial Resources to Direct Debt		5%	0.78	3.00	0.15
Expendable Financial Resources to Direct Operations		5%	0.46	3.00	0.15
Debt to Operating Revenues		5%	0.59	3.00	0.15
Monthly Days Cash on Hand		5%	121	3.00	0.15
Monthly Liquidity to Demand Debt		5%	NA	1.00	0.05
					3.65

Rating:	Aaa	Aa1	Aa2	Aa3	A1	A2	A3	Baa1	Baa2	Baa3
Score:	1	2	3	4	5	6	7	8	9	10

Moody's "Revised" Rating Methodology At CSUS Current Debt Level + \$150 Million

Moody's Rating Scorecard		Institution: Colorado State University System			
		Weight	Value		
Market Position					
Operating Revenues (\$000s)		10%	849,000	3.00	0.30
Primary Selectivity (%)		5%	83%	6.00	0.30
Primary Matriculation (%)		5%	37%	3.00	0.15
Net Tuition per Student (\$)		10%	9,819	3.00	0.30
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Operating Performance					
Operating Cash Flow Margin (%)		10%	4.8%	9.00	0.90
Average Debt Service Coverage (x)		10%	2.61	3.00	0.30
Revenue Diversity (Max Single Contribution %)		10%	46%	3.00	0.30
Balance Sheet and Capital Investment					
Total Cash & Investments		10%	303,000	3.00	0.30
Expendable Financial Resources to Direct Debt		5%	0.60	3.00	0.15
Expendable Financial Resources to Direct Operations		5%	0.46	3.00	0.15
Debt to Operating Revenues		5%	0.77	3.00	0.15
Monthly Days Cash on Hand		5%	121	3.00	0.15
Monthly Liquidity to Demand Debt		5%	NA	1.00	0.05
					3.65

Rating:	Aaa	Aa1	Aa2	Aa3	A1	A2	A3	Baa1	Baa2	Baa3
Score:	1	2	3	4	5	6	7	8	9	10

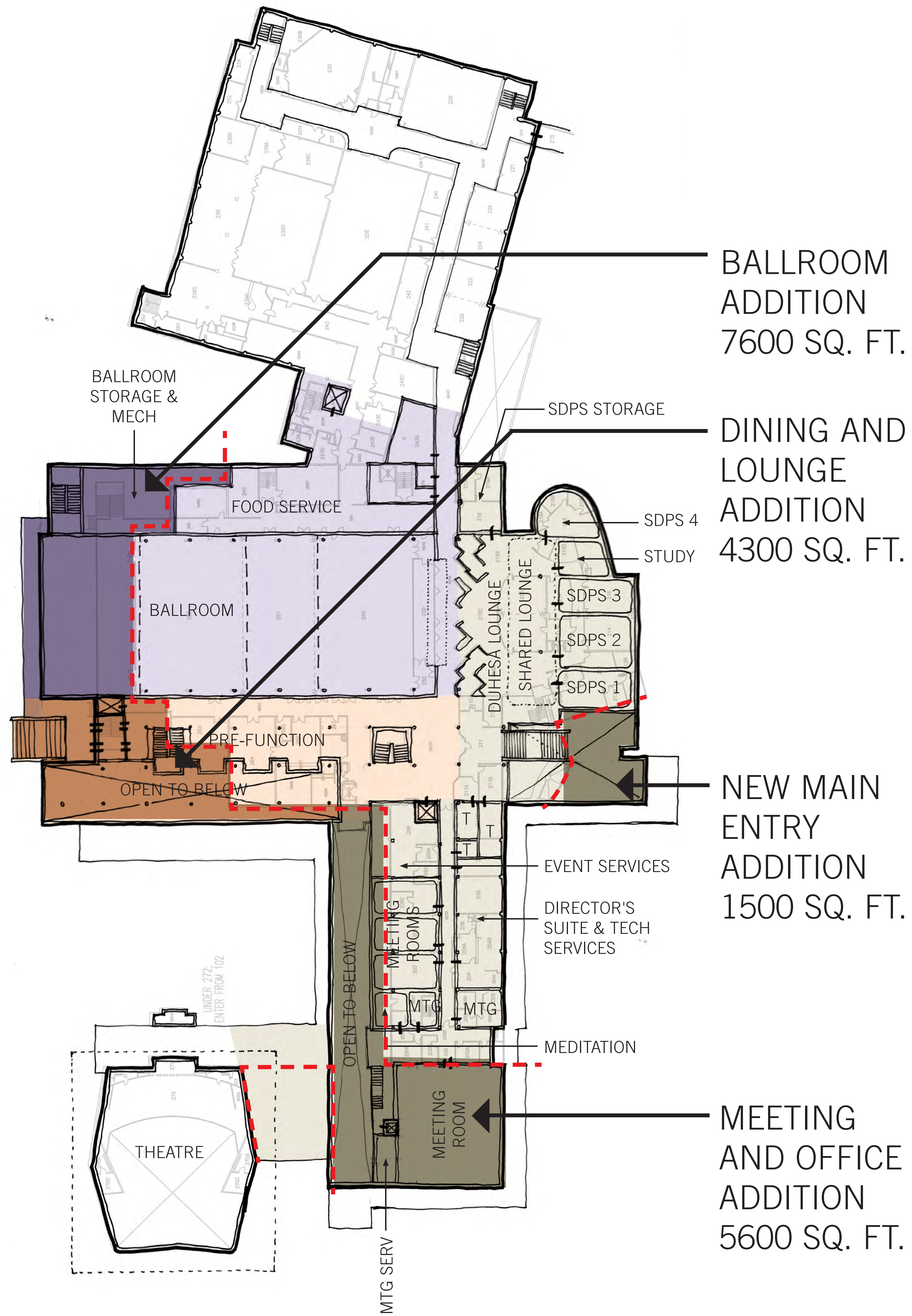
CSU System Debt Capacity Conclusions

- The CSU System can issue between \$275 - \$350 million and likely maintain the current ratings.
- The current potential bond issue being considered (at approximately \$150 - \$180 million) should not significantly stress the current ratings.
- Subsequent bond issues, over and above the current, potential issue will likely require that the System more aggressively defend its ratings.
- The ratings environment and ratings methodologies employed by the rating agencies have undergone a change since our last bond issuance in 2010. On September 7, 2011, Moodys released a report that updated its methodology for assessing credit risk that was established in November 2006.
- The System Office is continuing to monitor the changing ratings environment and, together with our Bond Underwriters and Financial Advisor, will maintain our efforts to safeguard the System's current ratings.

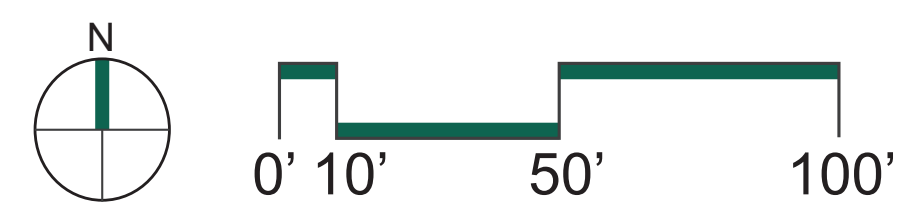
Agenda Item 3

Presentation on proposed debt financed capital projects at CSU and review and adoption of related program plans

Lory Student Center



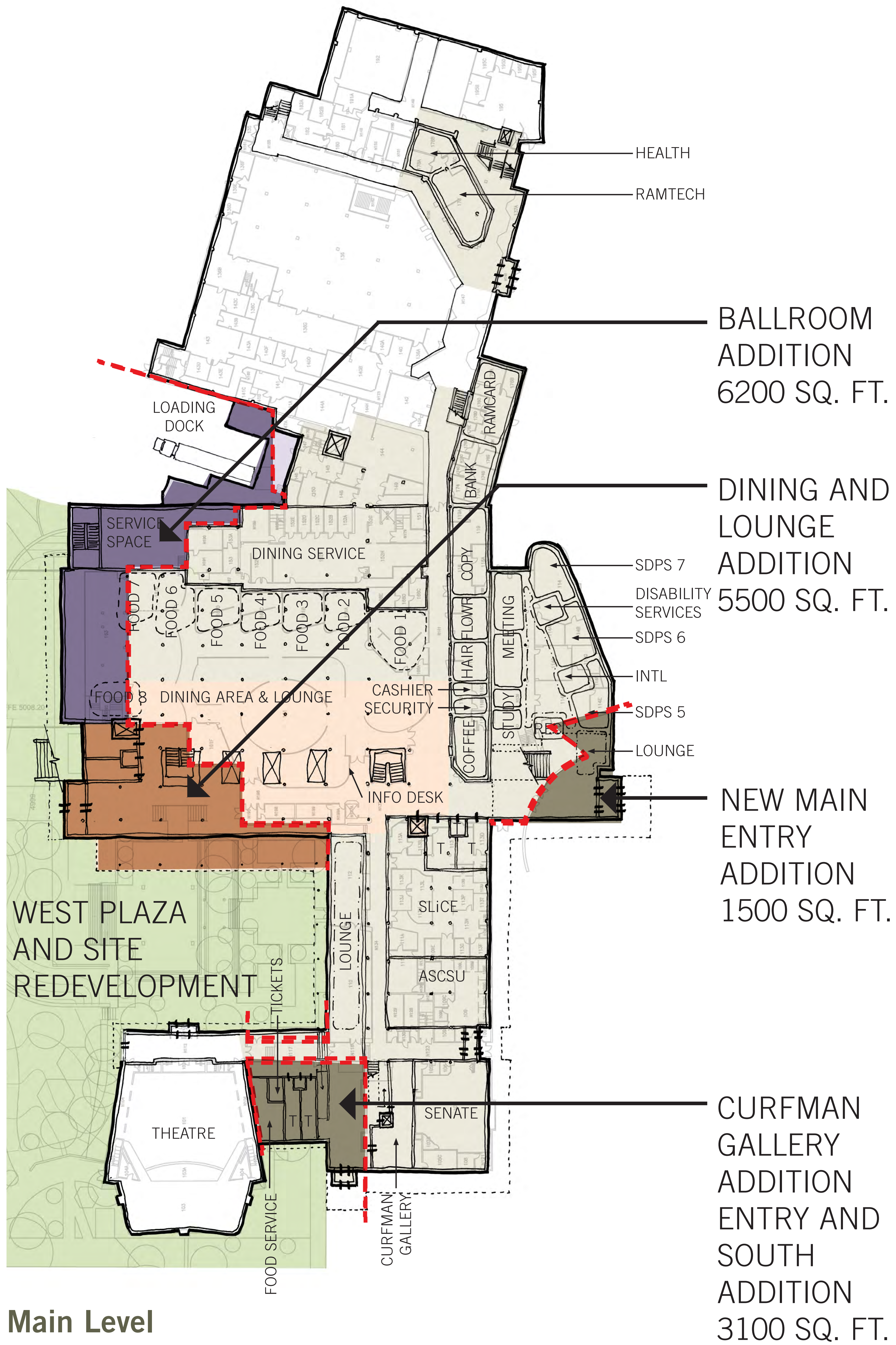
Upper Level



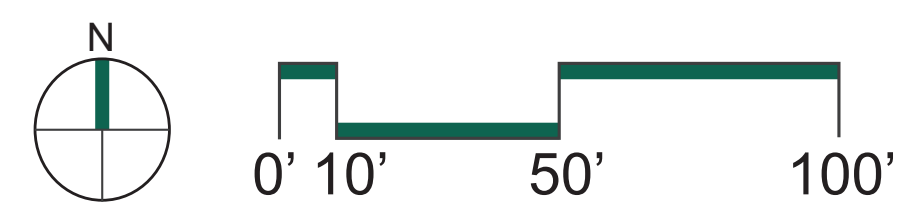
STUDENT COMMONS WITH EXPANDED FOOD COURT AND OUTDOOR SEATING



NEW EAST ENTRY AND CO-LOCATED STUDENT DIVERSITY PROGRAMS



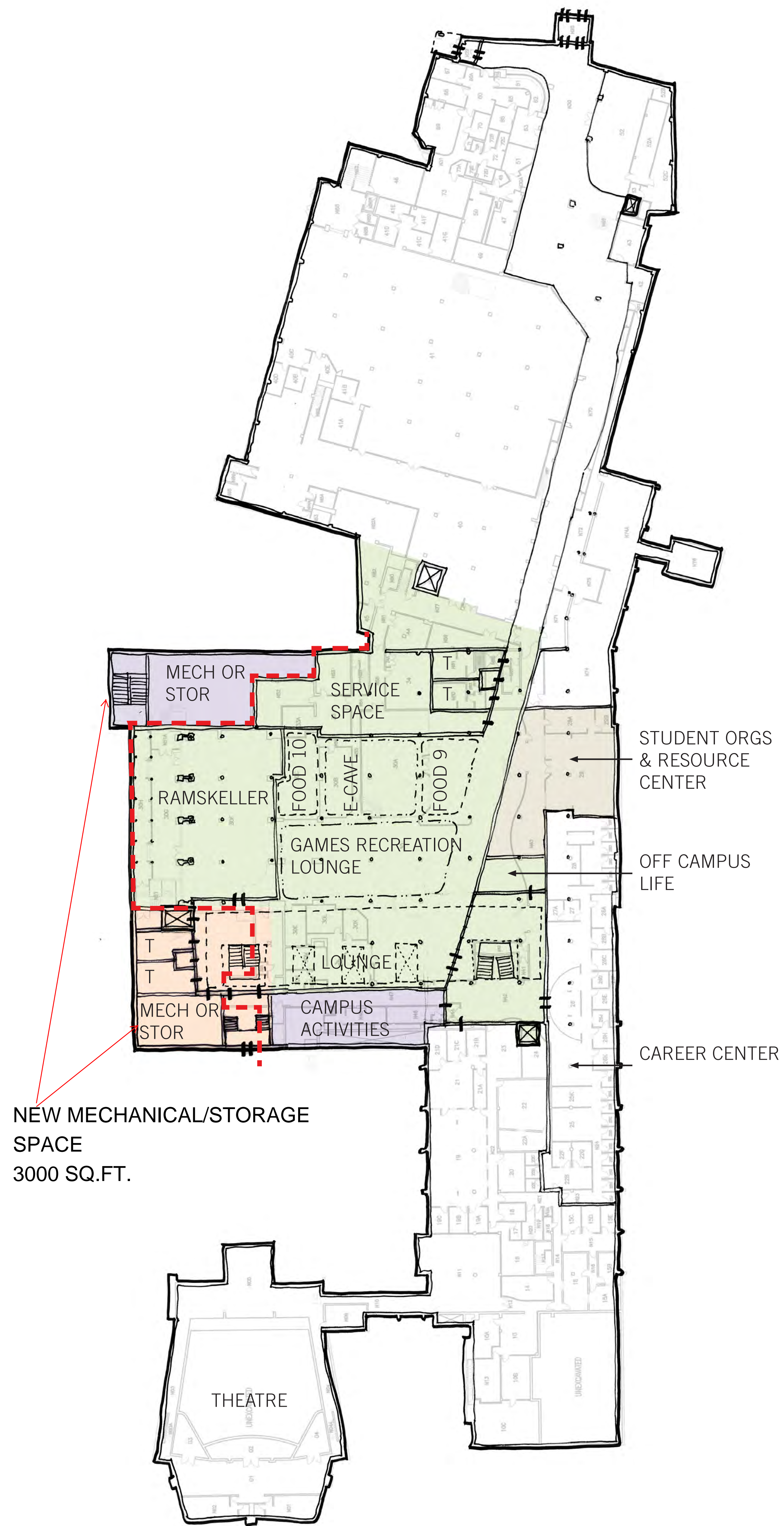
Main Level



NEW SOUTH ENTRY, THEATRE PRE-FUNCTION AND CURFMAN GALLERY RELOCATION

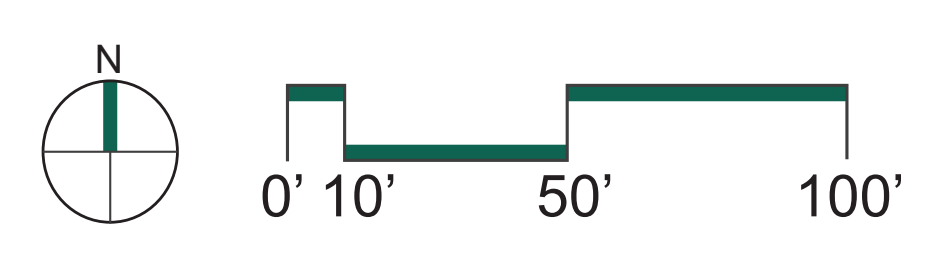


PLAZA FACADE RENOVATIONS AND NEW EAST ENTRY

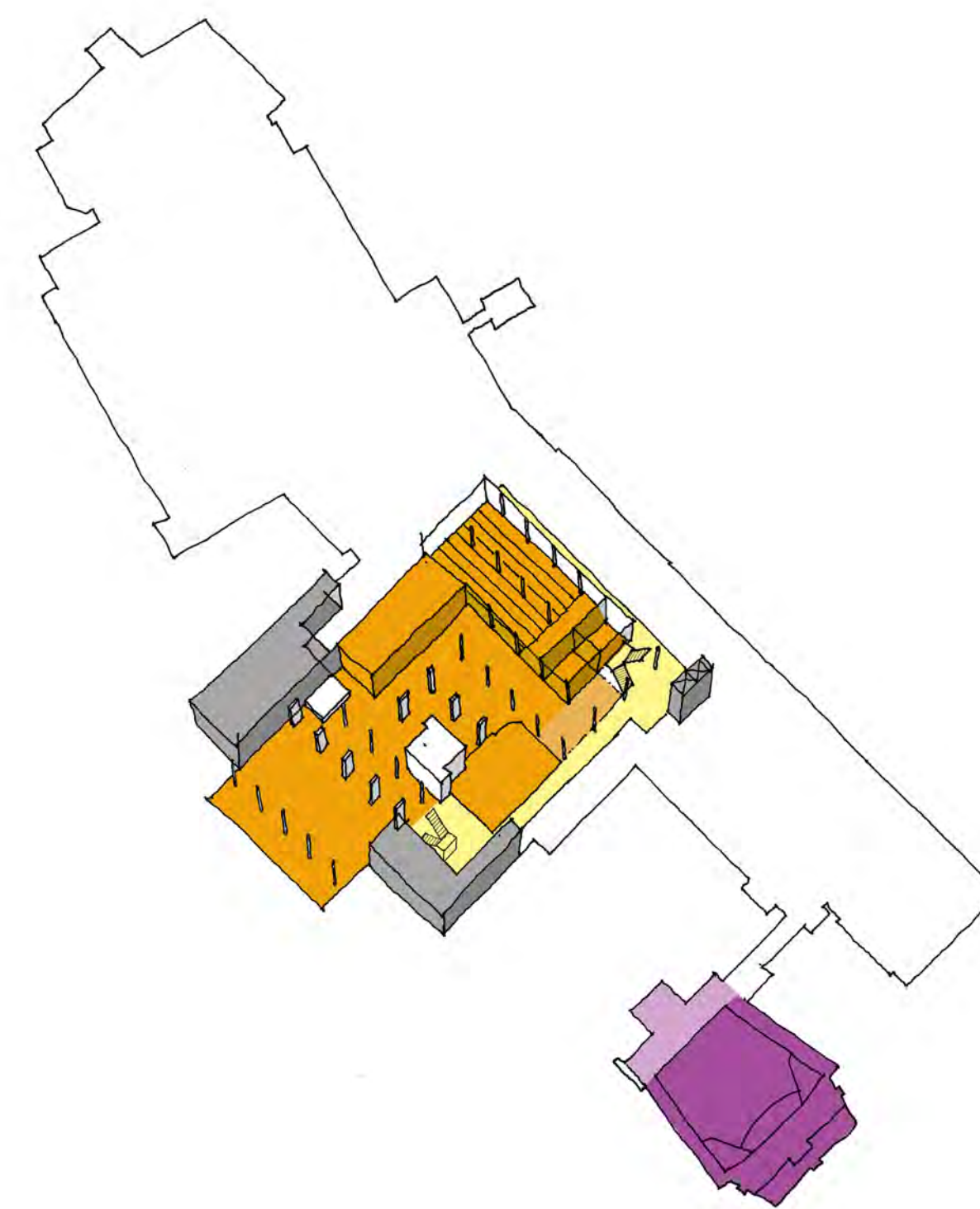


NEW MECHANICAL/STORAGE SPACE
3000 SQ.FT.

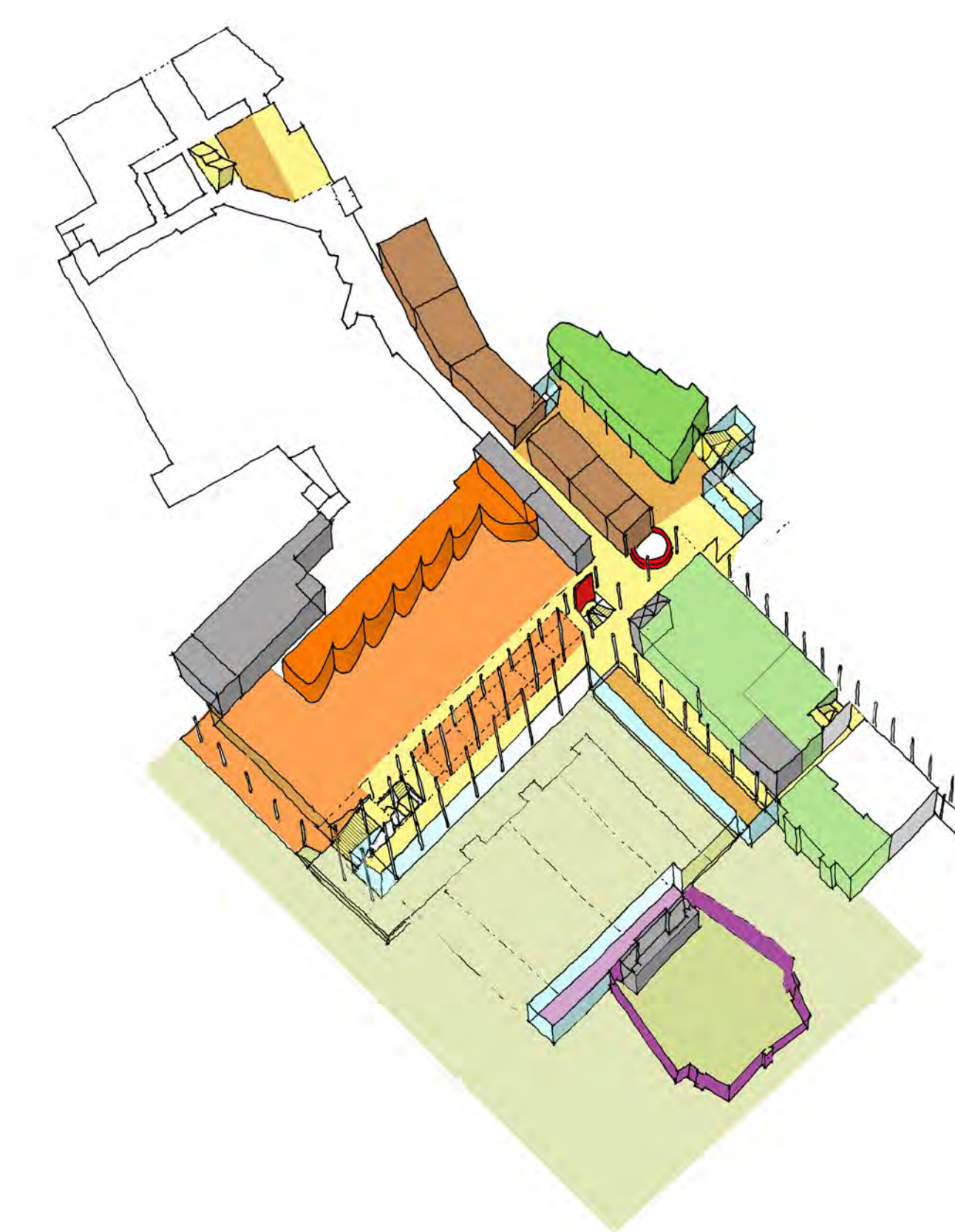
Lower Level



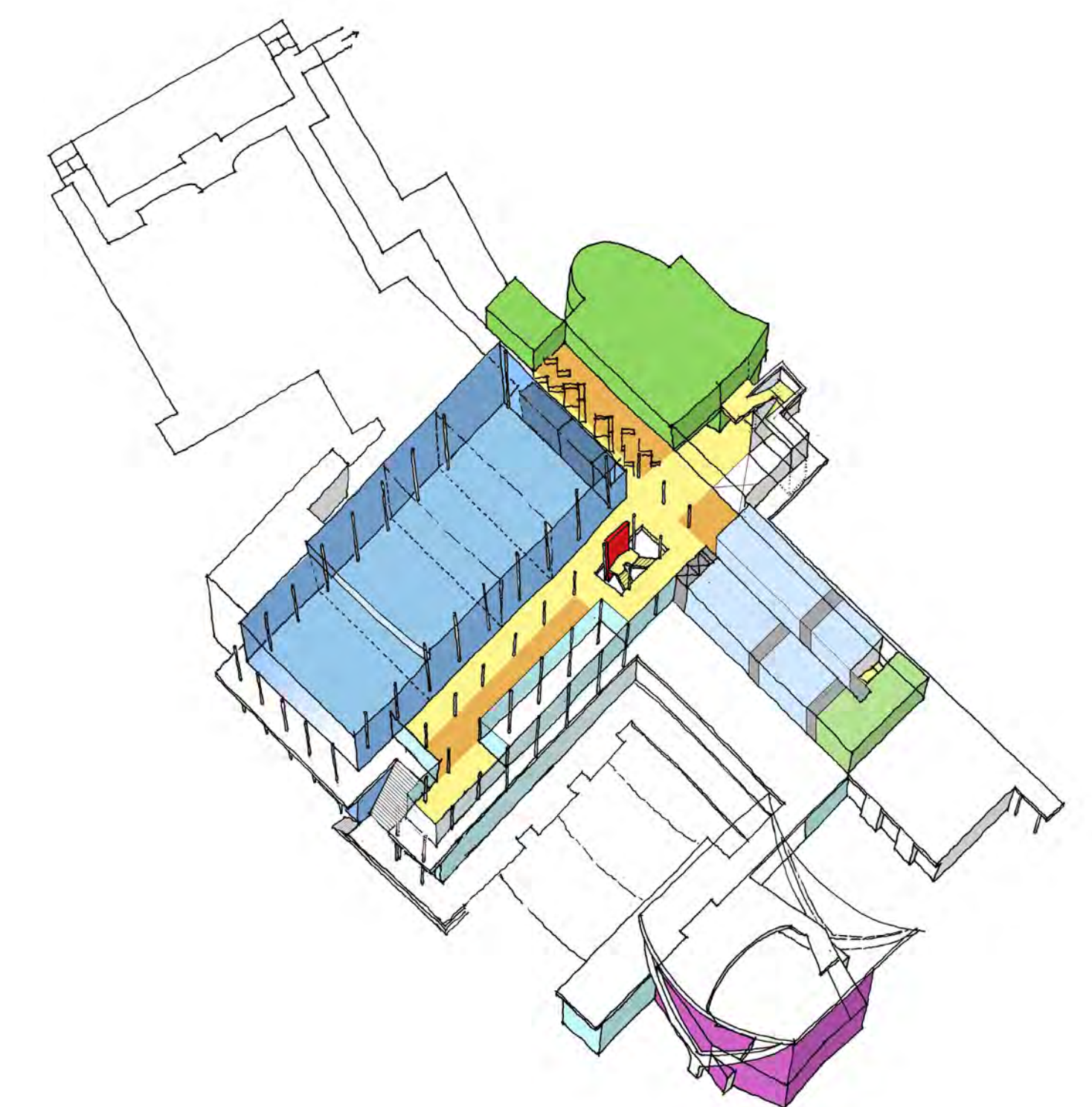
NEW WEST ENTRY, EVENT PLAZA EXPANDED BALLROOMS



LOWER LEVEL



MAIN LEVEL



UPPER LEVEL

**Colorado State University
Lory Student Center**

Financial histories and projections for \$60M bond issuance (total project cost \$65M)

	FY08-09 Actual	FY09-10 Actual	FY10-11 Actual	FY11-12 Budgeted	FY12-13 Projected	Construction Period FY13-14 Projected	FY14-15 Projected	FY15-16 Projected	FY16-17 Projected	FY17-18 Projected	FY18-19 Projected
<i>Student FTE Per Semester</i>				25,448	25,448	25,448	25,448	25,448	25,448	25,448	25,448
<i>Existing Student Fee</i>					\$97.09	\$97.09	\$97.09	\$97.09	\$97.09	\$97.09	\$97.09
<i>Projected Student Fee Increase</i>					0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<i>Master Plan Renovation Fee Increase</i>							\$70	\$70	\$70	\$70	\$70
<i>Projected Revenue Decrease - Bookstore</i>					-1.50%	-3.00%	-3.00%	-4.00%	-4.00%	-3.00%	-3.00%
<i>Projected Revenue Increase - Dining & LSC</i>					0.50%	-75.00%	150.00%	Return to baseline	5.00%	3.00%	3.00%
							w/adj in Dining Services				
REVENUES											
LSC Student Fees	4,648,234	4,799,566	4,945,473	4,940,000	4,941,396	4,941,396	4,941,396	4,941,396	4,941,396	4,941,396	4,941,396
New Student Fee							3,562,650	3,562,650	3,562,650	3,562,650	3,562,650
Bookstore	15,885,825	16,078,995	16,238,003	15,912,900	15,674,207	15,203,980	14,747,861	14,157,946	13,591,629	13,183,880	12,788,363
Dining Services	3,265,834	3,394,510	3,473,490	4,205,090	4,226,116	1,056,529	2,641,322	4,226,116	4,437,422	4,570,544	4,707,661
Lory Student Center	674,752	485,427	606,806	607,895	610,935	102,734	256,835	610,935	641,482	660,726	680,548
LSC Interest	139,959	128,951	100,205	105,000	107,100	109,242	111,427	113,655	115,928	118,247	120,612
Total External Revenue	24,614,604	24,887,450	25,363,976	25,770,885	25,559,752	21,413,881	26,261,490	27,612,698	27,290,506	27,037,443	26,801,230
Bookstore	780,126	765,498	843,053	480,000	472,800	458,616	444,858	427,063	409,981	397,681	385,751
Dining Services	812,942	823,111	856,823	615,407	618,484	450,107	500,000	618,484	649,408	668,890	688,957
Lory Student Center	1,553,757	1,600,485	1,617,511	1,611,416	1,619,473	404,868	1,012,171	1,619,473	1,700,447	1,751,460	1,804,004
Total Internal Revenue	3,146,824	3,189,095	3,317,388	2,706,823	2,710,757	1,313,591	1,957,028	2,665,020	2,759,836	2,818,032	2,878,712
TOTAL REVENUE	27,761,428	28,076,544	28,681,364	28,477,708	28,270,509	22,727,472	28,218,519	30,277,719	30,050,342	29,855,475	29,679,942
EXPENSE											
Bookstore	15,035,179	15,089,444	15,002,194	15,115,319	14,556,526	14,119,831	13,696,236	13,148,386	12,622,451	12,243,777	11,876,464
Dining Services	4,006,887	3,997,894	4,117,465	4,665,557	4,695,386	1,456,529	3,013,156	4,646,940	4,879,287	5,025,666	5,176,436
Lory Student Center	5,756,825	5,694,621	5,785,776	6,534,190	6,551,013	5,913,442	5,689,645	6,063,687	6,158,398	6,218,803	6,281,001
TOTAL EXPENSE	24,798,891	24,781,959	24,905,435	26,314,766	25,802,925	21,489,801	22,399,037	23,859,014	23,660,136	23,488,246	23,333,901
NET REVENUE (EXPENSE)	2,962,538	3,294,585	3,775,929	2,162,942	2,467,584	1,237,670	5,819,482	6,418,705	6,390,206	6,367,228	6,346,040
Facilities Improvements & transfers	498,446	414,465	376,304	300,000	300,000		300,000	300,000	300,000	300,000	300,000
Transfer to Plant Funds (Master Plan)			600,000								
Relocation Expenses during construction							250,000				
Debt Service Payment	872,738	868,938	876,088	871,214	874,613	873,463	872,688	874,025	868,313	-	-
Master Plan Renovation Debt Service							2,945,580	3,213,360	3,213,360	4,473,360	4,477,880
New Debt Service for Theatre					265,267	364,207	362,707	360,957	363,957	362,957	365,207
Net Available for Facilities Reserve	1,591,354	2,011,182	1,923,538	991,728	1,027,704	(1,000,000)	1,088,507	1,670,363	1,644,576	1,230,911	1,202,953
Debt Service Coverage (after improvements transfers)	2.82	3.31	3.20	2.14	1.90	1.00	1.32	1.38	1.37	1.25	1.25
Lory Student Center Fund Balance	5,570,872	5,547,054	5,547,054	5,547,054							
Reserve Account											
Lory Student Center Reserve Fund Balance w/interest	1,931,686	4,002,871	5,995,072	6,986,800	8,014,504	7,014,505	8,103,011	9,773,374	11,417,949	12,648,861	13,851,814

Historical data reconciled to ePrint FBMO94cq & FBMO95cm "1984" reports. Vista Report Run Date 7/26/11

Assumptions

- ° No enrollment growth projected
- ° Declining revenue in Bookstore is based on changing national trend in the purchase of textbooks
- ° External Revenue interest calculated at 2%
- ° Assume construction without phasing over 16 months (May 1,2013-July 31, 2014)
- ° Revenue & expenses projected for Dining Services & Lory Student Center in FY14 are not based on percentage but an estimate of interrupted leases, continuing mandatory expenses, and additional expenses associated with construction
- ° Master Plan renovation fee to begin Fall Semester 2014 based on an aggressive construction schedule
- ° 2003A, 2007B/Ref Bond retired march 2017

**Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Action Item**

Approved _____

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Lory Student Center Revitalization for \$65 Million and Cash Spending Authority During FY2011-2012.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve Cash Spending Authority for the Program Plan for the Lory Student Center Revitalization.

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations and Blanche Hughes, Vice President for Student Affairs

Colorado State University is requesting approval of the program plan for the Lory Student Center Revitalization. The project cost is estimated at \$65M, of which \$60M is expected to be bond financed and \$5M will be funded from LSC reserves. The project will completely renovate 160,000 gsf of the existing Lory Student Center and add approximately 40,000 gsf of space for ballrooms, food court seating and venues, and entrance articulation. The newly renovated LSC Theatre will provide swing space for programs and events as the work progresses. A more detailed project description can be found in the attached Summary of Program Plan.

**SUMMARY OF PROGRAM PLAN
FOR LORY STUDENT CENTER REVITALIZATION**

The proposed project will completely renovate 160,000 gsf of the existing Lory Student Center (the original building, completed in 1962) and add approximately 40,000 gsf of new space. The project cost is estimated at \$65M, of which \$60M is expected to be bond financed and \$5M will come from LSC reserves. In April 2011, the students approved an increase of \$70 in the Lory Student Center Fee to pay for the revitalization. The fee increase will not go into effect until the project is completed, which is expected to be in the fall semester of 2014. The LSC Theatre renovation, approved by the BOG in June 2010, will be completed by the fall semester of 2012 and will provide swing space for programs and events as the work progresses.

For most universities, the student center is the campus living room. Typically located at the center of campus, it is the most convenient place for students to meet friends, become involved in student programs and activities, and to feel part of the larger campus community. It is also a place for the university to welcome families, guests, and the general public and is a hub for all types of activities and events. At CSU, the student center is perfectly located in the heart of campus and the programs offered there are exceptional. The internal space, however, requires a major revitalization to meet the needs and aspirations of the campus. The revitalization will achieve three primary goals: (1) improve the building infrastructure and systems; (2) organize and highlight Student Diversity Programs and Services; and (3) add space to meet the needs of a growing campus population, with a focus on CSU's land-grant mission.

Improve Building Infrastructure and Systems: The exterior additions and renovations will provide a substantial change to both the visual quality and energy performance of the exterior skin. Building envelope upgrades will improve the comfort of users through upgraded window systems, increased insulation and moisture control. These upgrades are expected to decrease utility costs by 20-30%. The mechanical systems in the building are over 50 years old, well beyond their life expectancy, and are very inefficient. The project will also improve numerous life, safety and accessibility aspects of the building.

Organize and Highlight Student Diversity Programs and Services: Spatial connections and way finding within the existing building are disjointed, particularly at the lower level where important programs and services are located. Student Diversity Programs and

**Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Action Item**

Approved _____

Services, which exemplify the land-grant mission of CSU, are dispersed throughout the LSC, are difficult to find, and lack adequate space. This project will clarify circulation, incorporate vertical spatial connections between each level, and organize the Student Diversity Programs and Services to better accommodate needs.

Added Space: The additional space has been carefully planned to ensure that it has a clear purpose and can be utilized to the greatest extent possible. The growth is mostly in spaces related to the ballroom, dining and food venues, meeting rooms and pre-function space, student lounge spaces and building infrastructure.

This project is on the CSU Prioritized Capital Construction List approved by the Board of Governors. Bond payments, and operating and maintenance costs, will be paid from Lory Student Center fees and reserves. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on issuance of revenue bonds to support the project. Once funding is secured, the project is expected to be completed in 36 months.

The full program plan is posted at www.facilities.colostate.edu and is also available in hard copy.

Approved

Denied

Board Secretary

Date

New Academic Village North





4240

Colorado State University										
Housing and Dining Services										
Financial histories and projections for Academic Village North 600 bed residence hall opening fall 2014. Assuming Lory Apartments are leveled spring 2013.										
	FY09 Actual ¹	FY10 Actual	FY11 Actual	FY12 Current Budget	FY13 Projected	FY14 Projected	FY15 Projected	FY16 Projected	FY17 Projected	FY18 Projected
		Aspen Hall opened adding 217 beds.		Reduce capacity 184 beds during 4th floor construction.	Add 120 new beds Parmelee 4th floor. Deconstruct Lory Apartments Spring 2013.	Add additional 120 new beds Braiden 4th floor. Add the original 184 taken off line during construction to the student rooms line.	Open Academic Village North with 600 beds Fall 2014.			
Revenues										
Room & Board Rate Increase	10.40%	3.00%	2.00%	5.00%	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
Average Apartment Rate and Other Increases	2.56% and 4.22%	2.50%	1.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	3.00%
Gross Revenue Without Renovations	54,115,131	55,208,928	58,241,389	58,079,900	61,277,202	65,095,768	67,446,927	69,887,080	72,419,684	75,182,403
Academic Village North Residence Hall Beds					-	-	3,303,462	3,435,601	3,573,025	3,715,946
Loss of Lory apartment revenue (1/2 year in FY13)					(310,191)	(632,791)	(645,446)	(658,355)	(671,522)	(691,668)
Board for Academic Village North Residents					-	-	2,408,035	2,504,357	2,604,531	2,708,712
Total Revenue	54,115,131	55,208,928	58,241,389	58,079,900	60,967,011	64,462,977	72,512,979	75,168,682	77,925,718	80,915,393
Expenses										
Percent Increase (Operating Expenses Excluding Credits)			1.60%	4.26%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Gross Operating Expenses without Repair and Replacement Expenses	45,429,592	46,446,083	47,199,139	49,300,200	50,918,324	53,335,816	54,935,891	56,583,968	58,281,487	60,029,931
Increased Academic Village North Expenses					-	-	1,336,305	1,376,394	1,417,686	1,460,217
Decreased Lory Apartment Expenses					(179,478)	(369,724)	(380,816)	(392,241)	(404,008)	(416,128)
Increased Dining Expenses due to Additional Residents					-	-	1,779,538	1,832,924	1,887,912	1,944,549
Interdepartment & Interauxiliary Credits	(3,532,032)	(3,150,487)	(3,904,984)	(2,771,000)	(2,826,420)	(2,882,948)	(2,940,607)	(2,999,420)	(3,059,408)	(3,151,190)
Total Expense	41,897,560	43,295,596	43,294,155	46,529,200	47,912,426	50,083,143	54,730,311	56,401,626	58,123,669	59,867,379
Net Revenue (Expense)	12,217,571	11,913,332	14,947,234	11,550,700	13,054,585	14,379,834	17,782,668	18,767,056	19,802,049	21,048,014
Debt Service										
Current Debt Service	6,095,521	6,523,421	7,317,748	7,796,300	7,793,779	7,786,800	7,790,575	7,790,575	7,787,450	5,870,469
New Debt Service for Parmelle & Braiden (3.44% rate)					1,132,374	1,569,963	1,572,213	1,572,963	1,572,213	1,571,413
New Debt Service for Academic Village North (30 Year Scenario)					-	-	3,981,425	3,981,425	3,982,263	3,985,725
Total Debt Service	6,095,521	6,523,421	7,317,748	7,796,300	8,926,153	9,356,763	13,344,213	13,344,963	13,341,926	11,427,607
Repairs and Replacement (Projected years include a 5% increase for inflation from a base of \$2.5 million minimum expenditure.)	6,248,530	7,277,267	7,366,920	3,889,500	2,625,000	2,756,250	2,894,063	3,038,766	3,190,704	3,350,239
Net Available for Facilities Reserves & Building Improvements²	(126,481)	(1,887,356)	262,566	(135,100)	1,503,432	2,266,821	1,544,393	2,383,328	3,269,419	6,270,168
Debt Service Coverage (Ratio between Net Revenue before R&R and Debt Service)				1.48	1.46	1.54	1.33	1.41	1.48	1.84
Debt Service Coverage (Ratio between Net Revenue after R&R and Debt Service)				0.98	1.17	1.24	1.12	1.18	1.25	1.55
¹ Historical data reconciled to ePrint (FY09) or VISTA (FY10-11) Division V4 reports.										
² Deficit balances refer to HDs's choice to spend from reserves to complete the necessary Repairs and Replacement projects.										

**Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Action Item**

Approved _____

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Academic Village North for \$57.0 Million and Cash Spending Authority During FY2011-2012.

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Amy L. Parsons, Vice President for University Operations and Blanche Hughes, Vice President for Student Affairs.

Colorado State University is requesting approval of the program plan for the Academic Village North. The project will deconstruct the existing Lory Apartments and construct a facility to house approximately 600 students and will include 15,000 sf of academic space on the site. The project will also renovate the existing Durrell Dining Center to accommodate the increase in students. A more detailed project description can be found in the attached Summary of Program Plan.

**SUMMARY OF PROGRAM PLAN
FOR ACADEMIC VILLAGE NORTH**

The proposed project will deconstruct the existing Lory Apartments and construct a facility to accommodate 600 students on the site, along with additional community and academic support spaces. The existing Durrell Dining Center Commons will be renovated to accommodate the increased student population. The Lory Apartments were built in 1948 and contain 72 units that are primarily occupied by graduate students. The site is significantly underutilized from a site density standpoint and is not being used for undergraduate housing. Durrell Dining Center was constructed in 1968 and has not had any significant renovation. It will be brought up to the standards of the other campus dining facilities (Braiden, Corbett and Ram's Horn), with a wide range of food venues and an extended hours grab-n-go café. The project will use the academic village concept, based on the success of the Academic Village South. The design will focus around an internal pedestrian spine to link the existing and new uses together in a unified and animated "main street" concept centered on a new Village Square. Additionally, Academic Village North will maximize the site carrying capacity to provide a diverse range of student choices and new bed base and student support spaces within a vibrant residential village. A minimum of 600 new beds and well dispersed student services and amenities will activate this site and be developed in context of ongoing Corbett Hall revitalization strategies. Included in the scope is approximately 15,000gsf of academic program space to encourage living/learning opportunities throughout the site. Comprehensive site improvements are anticipated, including 100 on-site surface parking stalls and a range of plazas, courtyards, lawns and exterior programmed spaces. Exterior building envelopes will use a material palette from the South Academic Village to bring architectural cohesiveness to campus housing. The current cost estimate is approximately \$57,000,000, to be paid from Housing revenues.

There is documented demand for on-campus housing to accommodate projected enrollment increases for both first year students and retention of undergraduates. The room configurations and amenities in this new residential facility will meet the needs of both target groups. The benefits of this expansion/renovation are:

- Addition of 600 undergraduate beds
- Redevelopment of the Lory site as called for in the Housing Master Plan
- No loss of existing undergraduate housing during construction

**Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Action Item**

Approved _____

- Existing dining center can be renovated, which is inherently sustainable and more cost effective than constructing new

This project is on the CSU Prioritized Capital Construction List approved by the Board of Governors. Bond payments and operating and maintenance costs will be paid from Housing and Dining Services departmental revenues. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on issuance of revenue bonds to support the project. Once funding is secured the project is expected to be completed in 36 months.

The full program plan is posted at www.facilities.colostate.edu and is also available in hard copy.

Approved

Denied

Board Secretary

Date

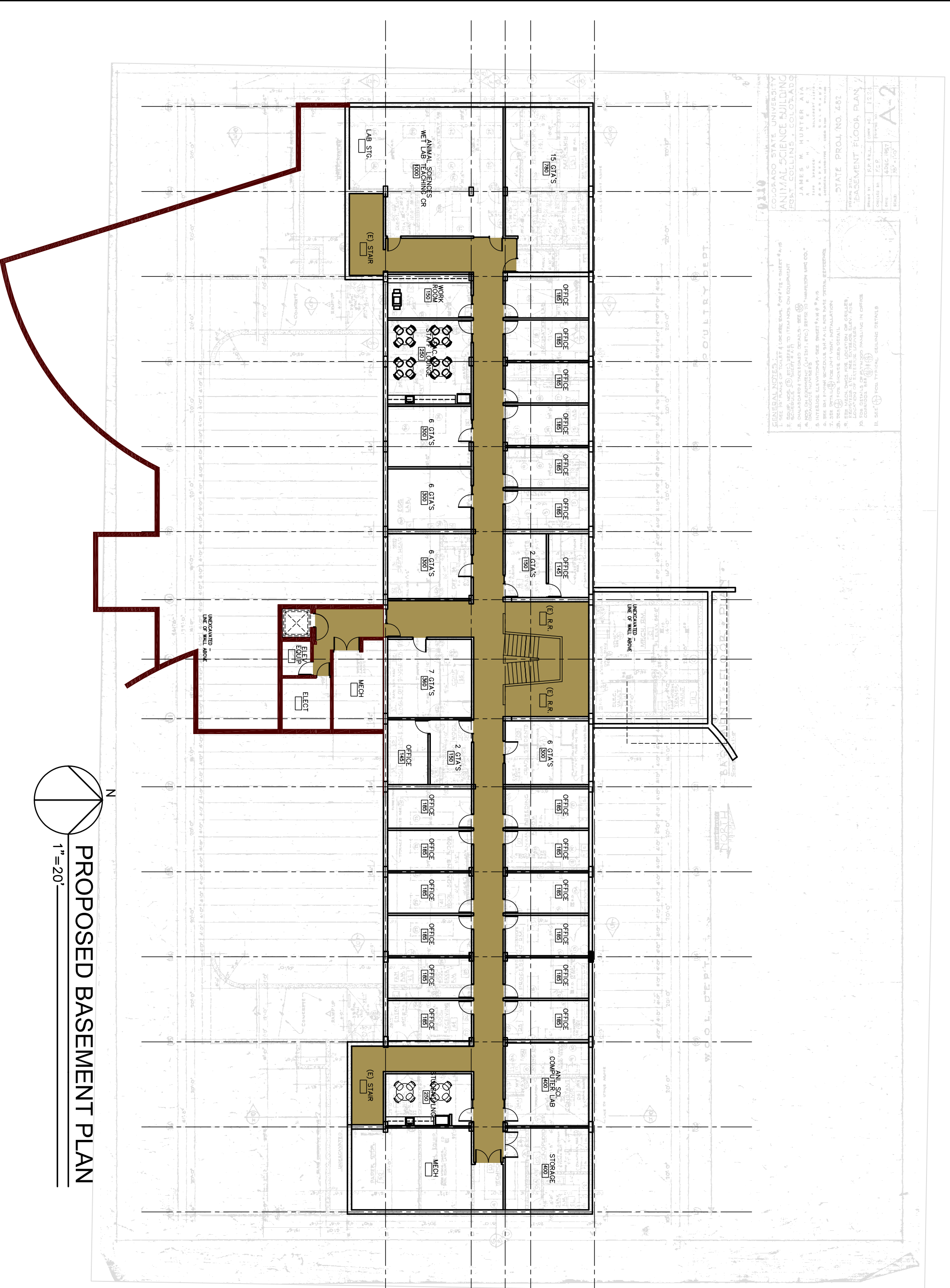
Miscellaneous CSU Projects



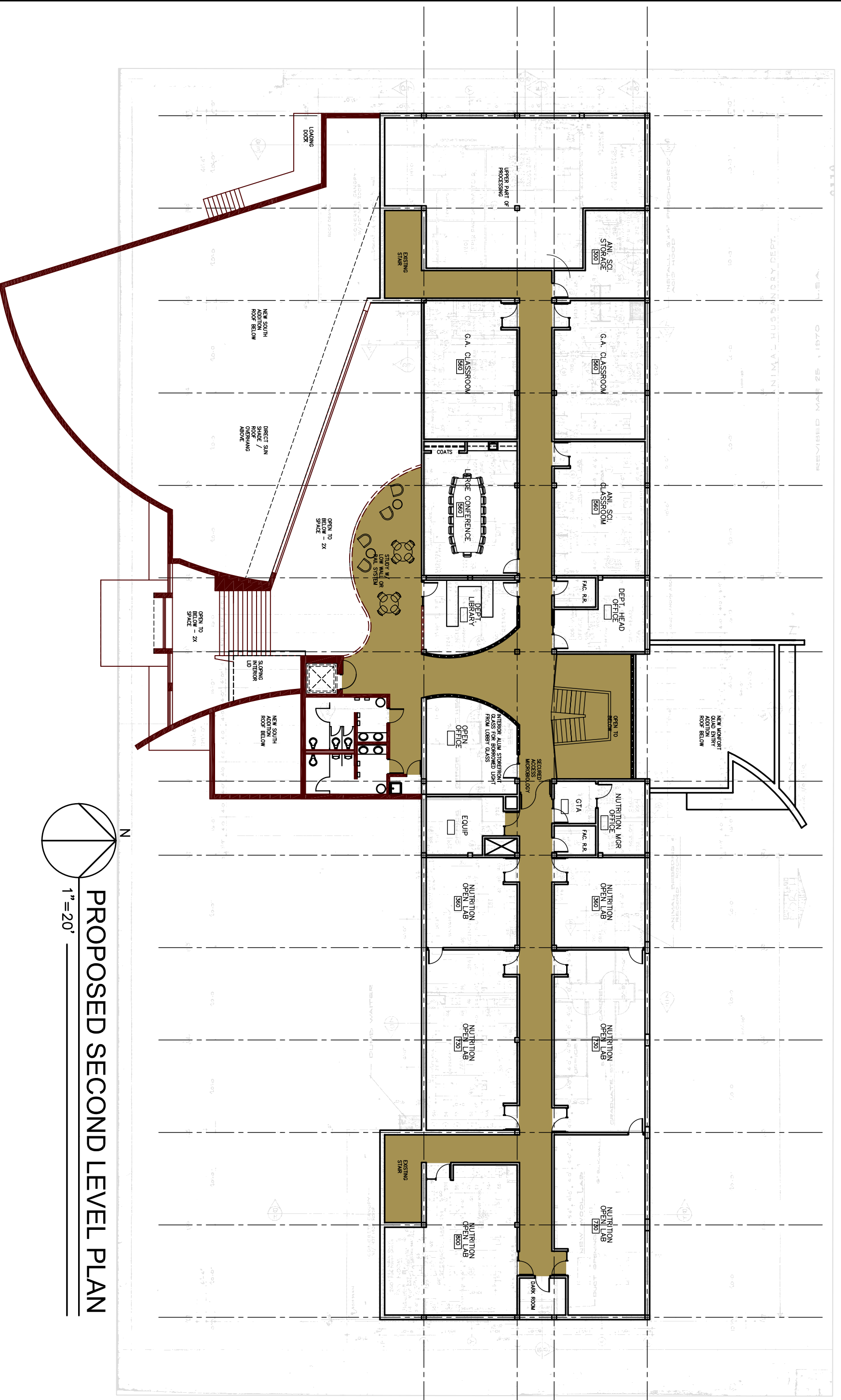
CONCEPTUAL PLANS

CSU FACILITIES planning design construction

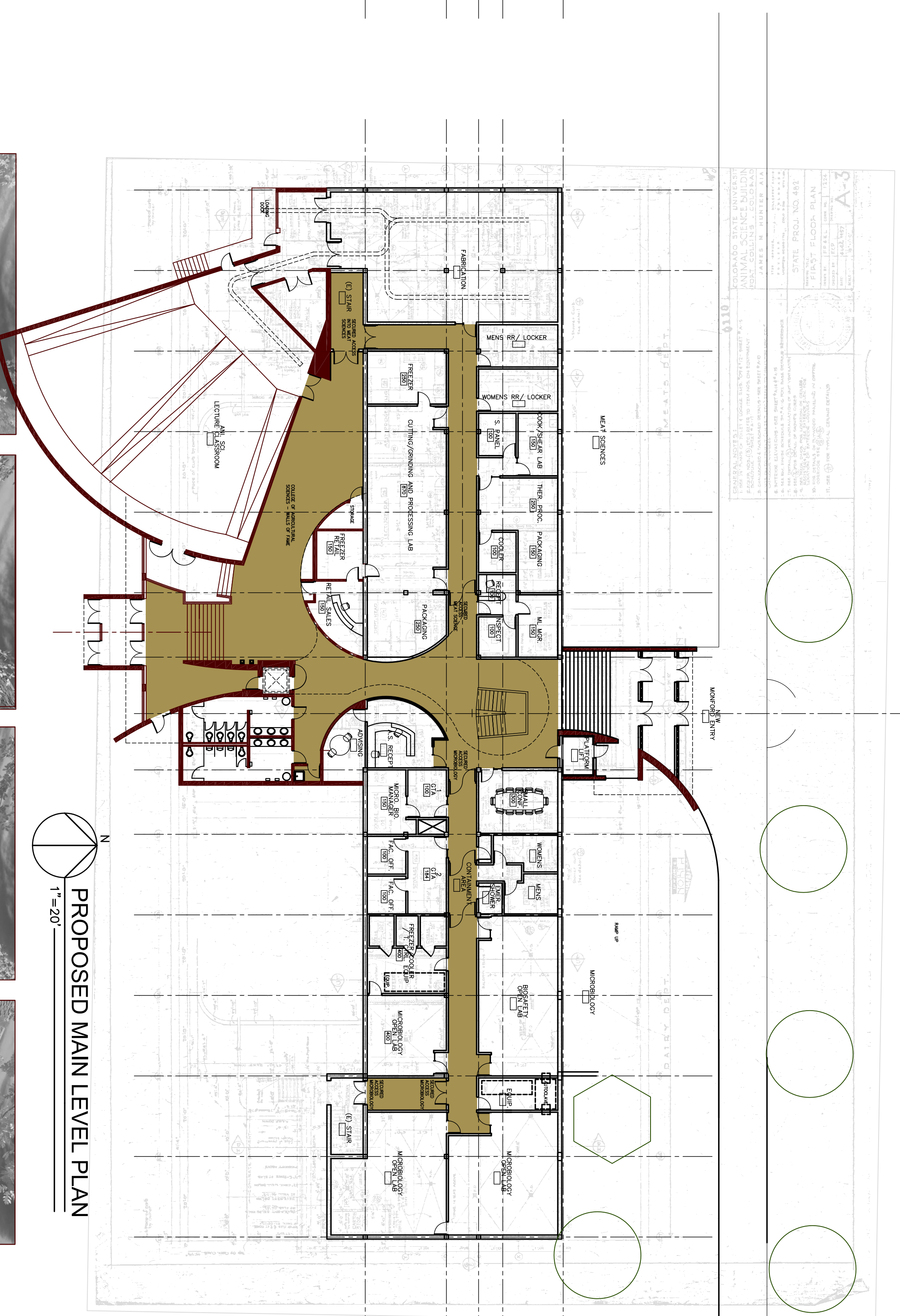
COLORADO STATE UNIVERSITY
ADDITIONS AND RENOVATIONS TO THE EXISTING ANIMAL SCIENCES BUILDING



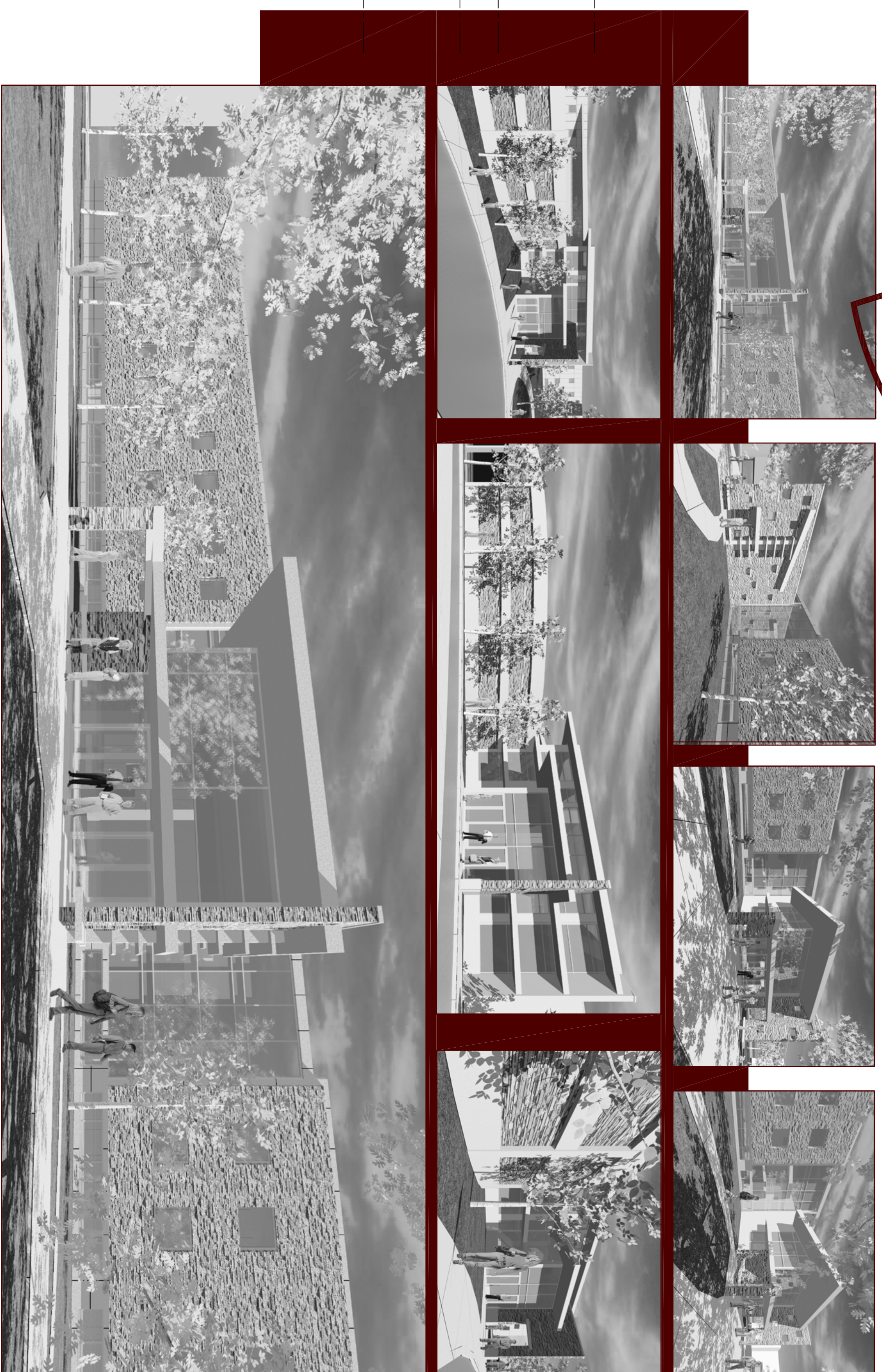
PROPOSED BASEMENT PLAN
1"=20'



PROPOSED SECOND LEVEL PLAN
1"=20'



PROPOSED MAIN LEVEL PLAN
1"=20'



MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Revitalization of the Existing Animal Sciences Building and for Cash-Spending Authority During FY 2011-2012.

RECOMMENDED ACTION:

MOVED that the Board of Governors of the Colorado State University System approve for Cash-Spending Authority the Program Plan for the Revitalization of the Existing Animal Sciences Building.

EXPLANATION:

Presented by Amy Parsons, Vice President for University Operations

Colorado State University is requesting approval of the program plan to replace the plumbing, mechanical, electrical, and telecommunications systems in the 41,558 gross square foot (gsf) Animal Sciences Building; install modern audio-visual systems in the renovated teaching laboratories and classrooms; and construct two additions to the building. The two additions will add 11,635 gsf to the building. One of the additions to the north will face the Monfort Quadrangle and will become the Main Campus entrance to the building. The other addition to the south will include a specialized 170-seat auditorium, second-story collaboration space off the proposed department library, new accessible restrooms, and an elevator. The project is being proposed to accommodate current and future enrollment and proposed programs in the Department of Animal Sciences.

The total budget for this phased project is estimated at \$19,500,000. Of that amount, CSU proposes to bond finance \$7,500,000 and the College of Agricultural Sciences anticipates raising the remaining \$12,000,000 in donations. The project will be developed with a base scope focused on interior renovations aligned with the \$7.5M bond funding. Additional revitalization work, including the additions at both the north and south sides of the existing building will be the target of the additional donor funds.

**SUMMARY OF PROGRAM PLAN
FOR REVITALIZATION OF THE EXISTING ANIMAL SCIENCES BUILDING**

The program plan describes extensive renovations and two additions to the Animal Sciences Building on the south side of the Monfort Quadrangle. Renovations to the 41,558 gsf building that was constructed in 1959 will include complete replacement of the plumbing, mechanical, electrical, and telecommunications systems and installation of an air conditioning system. The poured-in-place concrete posts and beams will permit considerable spatial reconfigurations to meet current programmatic needs. The two additions, totaling 11,636 gsf, will be on the north and south sides of the building. The north addition will be the main campus entrance to the building from Monfort Quadrangle; the south addition will have a 170-seat auditorium, second-story collaboration space off the proposed department library, new accessible restrooms, and an elevator. The south addition will become the more public entrance to the building.

The Animal Sciences Building houses classrooms scheduled both by the University and the Department of Animal Sciences, meat processing, microbiology and nutrition research laboratories, and administrative and outreach offices for the Department of Animal Sciences in the College of Agricultural Sciences. Enrollment in the Department of Animal Sciences has been constrained by space limitations. The Department has capped enrollment in some programs and has delayed establishing new majors and concentrations in certain career areas due to lack of space.

Space limitations require Equine Science classes to be taught away from the Animal Sciences Building, resulting in a lack of interaction between Animal Production and Equine Science students. A required anatomy and physiology course for Animal Science undergraduates has to be taught across campus due to lack of room. (The largest capacity of any of the six classrooms in the existing building is 50 students.) Pipes occasionally break and leak into work, teaching, and research areas of the building and space for the current undergraduate and graduate students is inadequate. No microbiological teaching laboratories are available for meat safety and no undergraduate laboratories allowing training in lipid and muscle biochemistry are available.

The renovation and the additions will provide upgraded technology for all classrooms, make the classrooms larger, update laboratory space, segregate the meat science and microbiology laboratory space, provide more and updated bathrooms, upgrade and expand the amount of office space for the approximate 50 graduate students, and provide upgraded/additional faculty office space.

**Board of Governors of the
Colorado State University System
Meeting Date: Oct 5, 2011
Action Item**

Approved _____

Payments on the bonds and operating and maintenance costs will be paid from the Education and General Fund. With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Construction will be dependent on the issuance of revenue bonds and fundraising to support the project. Once funding is secured, the project is expected to be completed in 24 months.

The full program plan is posted at www.facilities.colostate.edu and is also available in hard copy.

Approved Denied

Board Secretary

Date

Agenda Item 4

CSU-Pueblo housing revised financial plans

Housing: Financial Plan Update

Board of Governors
Finance Committee Meeting
October 4, 2011

Housing Re-organization

(September 2011)

- Under new leadership: Bruce Gifford
- Two specialized units:
 - Housing operations
 - Residential experiences and student learning
- Expectations:
 - Higher student satisfaction
 - Higher student rate-of-return to halls
 - Increased retention³⁹ and student success

Walking Stick Apartments Update

- Purchase 7/26/2011
- Added 151 total rooms to Housing Operation (4 are currently filled by Cont. Ed.)
- We are at 98% occupancy
 - UVWS occupancy history: 75%
 - Proforma based on 80%

Occupancy in Residence Halls

Census	# Contracts	New Students	Returning Students
FY 12 (Fall 11)	959	675	284
FY11 (Fall 10)	916	660	256
FY10 (Fall 09)	768	573	195
FY9 (Fall 08)	769	654	115

** Numbers do not reflect Walking Stick students

Occupancy in Residence Halls

Census	# Contracts	New Students	Returning Students	Enrollment Headcount
FY 12	959	675	284	2%
FY11	916	660	256	2%
FY10	768	573	195	10%
FY9	769	654	115	11%

** Does not include Walking Stick students

Occupancy in UVWS

	# Contracts per Proforma	Contracts at Census
FY 12 (Fall 2011)	120	141

Financial Plan Framework

	Spring Presentation	Current	
Base Revenue	2011 Projected \$4.2 Million	2011 Actual \$4.5 Million	7% higher
Base Revenue	2012 Projected \$4.3 Million	2012 Projected \$4.9 Million	Based on actual Fall 11 revenues
1 st Year Achieving Net Income	2015	2013	Due to increased occupancy, rates, and actual performance
Additional Revenues		Cash Flow from Walking Stick Apartments (2012 Projected \$.22 Million)	

Financial Plan Framework

	Spring Presentation	Current	
Room Pricing	Flat	FY 12 3% FY 13 6% FY 14 5%	
Policy Change		Additional athletes/merit scholars	
Full Housing Revenues to Housing		Accurate reflection of revenues created from Housing	Matching principle
Housing Re-org		Higher satisfaction, increased return rate, implementing marketing plan per consultant	

Financial Plan: 10 Year Forecast

	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22
Net Income before Debt	2.87	3.64	4.11	4.25	4.21	4.34	4.48	4.62	4.76	4.91	5.07
Debt Service	3.04	3.22	3.30	3.40	3.37	3.46	3.56	3.66	3.76	3.87	3.98
Debt Service Coverage	0.94	1.13	1.25	1.25	1.25	1.25	1.26	1.26	1.27	1.27	1.27
Net Income after Debt	-0.17	0.43	0.81	0.85	0.84	0.88	0.92	0.96	1.00	1.04	1.09

*****Numbers are in Millions**

Current Housing Occupancy

Fall 2011 Census Date	Beds as Constructed	Beds Avail. Current Reconfiguration	Total Bed Capacity (online only)	Beds Occupied	% of Beds Available	% of Total Bed Capacity
Crestone	253	249	251	232	93%	92%
Culebra	235	235	235	225	96%	96%
Greenhorn	263	257	261	207	81%	79%
Total-NRH	751	741	747	664	90%	89%
Belmont (1.5 wings)	540	328	451	295	90%	65%
Total-All Halls*	1291	1069	1198	959	90%	80%
Walking Stick	151	151	151	148	98%	98%
Total Housing Dept	1442	1220	1349	1107	91%	82%

** Out of 1107 total student contracts, 32 are Resident Advisors contracts

CSU-Pueblo
Housing Budget Forecast

		FY 11				FY 12				FY 13				FY 14				FY 15			
		Res Hall Actual	Res Hall	% inc	UVWS	Proj. 2012 Total	Res Hall	% inc	UVWS	Proj. 2013 Total	Res Hall	% inc	UVWS	Proj. 2014 Total	Res Hall	% inc	UVWS	Proj. 2015 Total			
Revenues																					
	Room Revenues (90% Spring)	\$ 4,294,112	\$ 4,656,000	108%	\$ 680,907	\$ 5,336,907	\$ 4,935,360	106%	\$ 680,907	\$ 5,616,267	\$ 5,497,128	111%	\$ 701,334	\$ 6,198,462	\$ 5,919,542	108%	\$ 722,374	\$ 6,641,916			
	Expected Students Increase (a)				\$ -	\$ 300,000	\$ 300,000	60 st.	\$ -	\$ 300,000	\$ 250,000	50 st.	\$ -	\$ 250,000	\$ 200,000	80%	\$ -	\$ 200,000			
	Change of Policy increase (b)				\$ -	\$ 148,050	\$ 148,050		\$ -	\$ 148,050	\$ 155,400		\$ -	\$ 155,400	\$ 163,170		\$ -	\$ 163,170			
	Other Revenues	\$ 157,091	\$ 180,000	115%	\$ 50,000	\$ 230,000	\$ 306,250	170%	\$ 50,000	\$ 356,250	\$ 321,563	105%	\$ 50,000	\$ 371,563	\$ 337,641	105%	\$ 50,000	\$ 387,641			
TOTAL Revenues		\$ 4,451,202	\$ 4,836,000	109%	\$ 730,907	\$ 5,566,908	\$ 5,689,660	118%	\$ 730,907	\$ 6,420,568	\$ 6,224,091	109%	\$ 751,334	\$ 6,975,426	\$ 6,620,352	106%	\$ 772,374	\$ 7,392,728			
Total Direct Operating Costs																					
	Professional Staff	\$ 247,073	\$ 290,000	117%	\$ 112,000	\$ 402,000	\$ 298,700	103%	\$ 115,360	\$ 414,060	\$ 307,661	103%	\$ 118,821	\$ 426,482	\$ 316,891	103%	\$ 122,385	\$ 439,276			
	Student/Hourly Staff	\$ 191,397	\$ 200,000	104%	\$ -	\$ 200,000	\$ 206,000	103%	\$ -	\$ 206,000	\$ 212,180	103%	\$ -	\$ 212,180	\$ 218,545	103%	\$ -	\$ 218,545			
	Total Personnel Costs	\$ 438,469	\$ 490,000	112%	\$ 112,000	\$ 602,000	\$ 504,700	103%	\$ 115,360	\$ 620,060	\$ 519,841	103%	\$ 118,821	\$ 638,662	\$ 535,436	103%	\$ 122,385	\$ 657,822			
	Other Direct Op. Costs	\$ 1,389,106	\$ 1,500,000	108%	\$ 219,208	\$ 1,719,208	\$ 1,545,000	103%	\$ 225,784	\$ 1,770,784	\$ 1,591,350	103%	\$ 232,558	\$ 1,823,908	\$ 1,639,091	103%	\$ 239,535	\$ 1,878,625			
	Total Direct Op Costs	\$ 1,827,575	\$ 1,990,000	109%	\$ 331,208	\$ 2,321,208	\$ 2,049,700	103%	\$ 341,144	\$ 2,390,844	\$ 2,111,191	103%	\$ 351,379	\$ 2,462,570	\$ 2,174,527	103%	\$ 361,920	\$ 2,536,447			
	Total Indirect (Bad Debt G&A)	\$ 443,907	\$ 320,000	72%	\$ 56,000	\$ 376,000	\$ 329,600	103%	\$ 57,680	\$ 387,280	\$ 339,488	103%	\$ 59,410	\$ 398,898	\$ 549,673	162%	\$ 61,193	\$ 610,865			
Total Costs		\$ 2,271,482	\$ 2,310,000	102%	\$ 387,208	\$ 2,697,208	\$ 2,379,300	103%	\$ 398,824	\$ 2,778,124	\$ 2,450,679	103%	\$ 410,789	\$ 2,861,468	\$ 2,724,199	111%	\$ 423,113	\$ 3,147,312			
Subtotal Income (LOSS)		\$ 2,179,720	\$ 2,526,000	116%	\$ 343,699	\$ 2,869,699	\$ 3,310,360	131%	\$ 332,083	\$ 3,642,443	\$ 3,773,412	114%	\$ 340,545	\$ 4,113,957	\$ 3,896,153	103%	\$ 349,262	\$ 4,245,415			
	Less: Debt Service	\$ 2,246,990	\$ 2,912,263	130%	\$ 125,000	\$ 3,037,263	\$ 2,995,963	103%	\$ 220,000.00	\$ 3,215,963	\$ 3,083,963	103%	\$ 220,000	\$ 3,303,963	\$ 3,178,963	103%	\$ 220,000	\$ 3,398,963			
Net Income (Loss)		\$ (67,270)	\$ (386,263)		\$ 218,699	\$ (167,564)	\$ 314,397		\$ 112,083	\$ 426,480	\$ 689,449		\$ 120,545	\$ 809,994	\$ 717,191		\$ 129,262	\$ 846,452			

Debt Service Coverage 0.97 0.94 1.13 1.25 1.25

Policy changes: Athletic scholarship correction
Full charge recovery for summer conferences

CONTROL PANEL:		2013	2014	2015
Normal student contract growth		60	50	40
req.(Band, athletes/merit scholars)		35	35	35
Total contract growth from FY 12		95	145	185
Athletic Scholarship		0		
Revenue Correction: Matching Principle (Conference Services)		75000		
Revenue Correction: Matching Principle (Mis: Bistro, parking,		40000		

CSU-Pueblo
Housing Budget Forecast

		FY 16				FY 17				FY 18				FY 19					
		Res Hall	% inc	UVWS	Proj. 2016 Total	Res Hall	% inc	UVWS	Proj. 2017 Total	Res Hall	% inc	UVWS	Proj. 2018 Total	Res Hall	% inc	UVWS	Proj. 2019 Total	Res Hall	% inc
Revenues																			
	Room Revenues (90% Spring)	\$ 6,303,128	106%	\$ 744,045	\$ 7,047,174	\$ 6,492,222	103%	\$ 766,367	\$ 7,258,589	\$ 6,686,989	103%	\$ 789,358	\$ 7,476,346	\$ 6,887,598	103%	\$ 813,039	\$ 7,700,637	\$ 7,094,226	103%
	Expected Students Increase (a)	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%
	Change of Policy increase (b)	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
	Other Revenues	\$ 354,523	105%	\$ 50,000	\$ 404,523	\$ 372,249	105%	\$ 50,000	\$ 422,249	\$ 390,861	105%	\$ 50,000	\$ 440,861	\$ 410,404	105%	\$ 50,000	\$ 460,404	\$ 430,925	105%
TOTAL Revenues		\$ 6,657,651	101%	\$ 794,045	\$ 7,451,697	\$ 6,864,471	103%	\$ 816,367	\$ 7,680,839	\$ 7,077,850	103%	\$ 839,358	\$ 7,917,209	\$ 7,298,003	103%	\$ 863,039	\$ 8,161,042	\$ 7,525,151	103%
Total Direct Operating Costs																			
	Professional Staff	\$ 326,398	103%	\$ 126,057	\$ 452,455	\$ 336,189	103%	\$ 129,839	\$ 466,028	\$ 346,275	103%	\$ 133,734	\$ 480,009	\$ 356,663	103%	\$ 137,746	\$ 494,409	\$ 367,363	103%
	Student/Hourly Staff	\$ 225,102	103%	\$ -	\$ 225,102	\$ 231,855	103%	\$ -	\$ 231,855	\$ 238,810	103%	\$ -	\$ 238,810	\$ 245,975	103%	\$ -	\$ 245,975	\$ 253,354	103%
	Total Personnel Costs	\$ 551,499	103%	\$ 126,057	\$ 677,556	\$ 568,044	103%	\$ 129,839	\$ 697,883	\$ 585,086	103%	\$ 133,734	\$ 718,819	\$ 602,638	103%	\$ 137,746	\$ 740,384	\$ 620,717	103%
	Other Direct Op. Costs	\$ 1,688,263	103%	\$ 246,721	\$ 1,934,984	\$ 1,738,911	103%	\$ 254,122	\$ 1,993,033	\$ 1,791,078	103%	\$ 261,746	\$ 2,052,824	\$ 1,844,811	103%	\$ 269,598	\$ 2,114,409	\$ 1,900,155	103%
	Total Direct Op Costs	\$ 2,239,763	103%	\$ 372,778	\$ 2,612,540	\$ 2,306,955	103%	\$ 383,961	\$ 2,690,916	\$ 2,376,164	103%	\$ 395,480	\$ 2,771,644	\$ 2,447,449	103%	\$ 407,344	\$ 2,854,793	\$ 2,520,872	103%
	Total Indirect (Bad Debt G&A)	\$ 566,163	103%	\$ 63,028	\$ 629,191	\$ 583,148	103%	\$ 64,919	\$ 648,067	\$ 600,642	103%	\$ 66,867	\$ 667,509	\$ 618,661	103%	\$ 68,873	\$ 687,534	\$ 637,221	103%
Total Costs		\$ 2,805,925	103%	\$ 435,806	\$ 3,241,731	\$ 2,890,103	103%	\$ 448,880	\$ 3,338,983	\$ 2,976,806	103%	\$ 462,347	\$ 3,439,153	\$ 3,066,110	103%	\$ 476,217	\$ 3,542,327	\$ 3,158,094	103%
Subtotal Income (LOSS)		\$ 3,851,725	99%	\$ 358,239	\$ 4,209,965	\$ 3,974,368	103%	\$ 367,487	\$ 4,341,854	\$ 4,101,044	103%	\$ 377,011	\$ 4,478,055	\$ 4,231,892	103%	\$ 386,822	\$ 4,618,714	\$ 4,367,057	103%
	Less: Debt Service	\$ 3,148,713	99%	\$ 220,000	\$ 3,368,713	\$ 3,244,963	103%	\$ 220,000	\$ 3,464,963	\$ 3,339,213	103%	\$ 220,000	\$ 3,559,213	\$ 3,442,213	103%	\$ 220,000	\$ 3,662,213	\$ 3,543,213	103%
Net Income (Loss)		\$ 703,012		\$ 138,239	\$ 841,252	\$ 729,405		\$ 147,487	\$ 876,891	\$ 761,831		\$ 157,011	\$ 918,842	\$ 789,679		\$ 166,822	\$ 956,501	\$ 823,844	

Debt Service Coverage	1.25	1.25	1.26	1.26
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Policy changes:

Cumuli
from 21

CSU-Pueblo
Housing Budget Forecast

		FY 20	
		UVWS	Proj. 2020 Total
Revenues			
	Room Revenues (90% Spring)	\$ 837,430	\$ 7,931,656
	Expected Students Increase (a)	\$ -	\$ -
	Change of Policy increase (b)	\$ -	\$ -
	Other Revenues	\$ 50,000	\$ 480,925
TOTAL Revenues		\$ 887,430	\$ 8,412,581
Total Direct Operating Costs			
	Professional Staff	\$ 141,878	\$ 509,242
	Student/Hourly Staff	\$ -	\$ 253,354
	Total Personnel Costs	\$ 141,878	\$ 762,596
	Other Direct Op. Costs	\$ 277,686	\$ 2,177,841
	Total Direct Op Costs	\$ 419,564	\$ 2,940,437
	Total Indirect (Bad Debt G&A)	\$ 70,939	\$ 708,160
Total Costs		\$ 490,504	\$ 3,648,597
Subtotal Income (LOSS)		\$ 396,926	\$ 4,763,983
	Less: Debt Service	\$ 220,000	\$ 3,763,213
Net Income (Loss)		\$ 176,926	\$ 1,000,770

Debt Service Coverage 1.27

itive Income
Policy changes: 2012 \$ 6,509,618

CSU-Pueblo
Housing Budget Forecast

		FY 21				FY 22			
		Res Hall	% inc	UVWS	Proj. 2021 Total	Res Hall	% inc	UVWS	Proj. 2022 Total
Revenues									
	Room Revenues (90% Spring)	\$ 7,307,053	103%	\$ 862,553	\$ 8,169,606	\$ 7,526,265	103%	\$ 888,429	\$ 8,414,694
	Expected Students Increase (a)	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -	\$ -
	Change of Policy increase (b)	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -
	Other Revenues	\$ 452,471	105%	\$ 50,000	\$ 502,471	\$ 475,094	105%	\$ 50,000	\$ 525,094
TOTAL Revenues		\$ 7,759,524	103%	\$ 912,553	\$ 8,672,077	\$ 8,001,359	103%	\$ 938,429	\$ 8,939,789
Total Direct Operating Costs									
	Professional Staff	\$ 378,384	103%	\$ 146,135	\$ 524,519	\$ 389,736	103%	\$ 150,519	\$ 540,254
	Student/Hourly Staff	\$ 260,955	103%	\$ -	\$ 260,955	\$ 268,783	103%	\$ -	\$ 268,783
	Total Personnel Costs	\$ 639,339	103%	\$ 146,135	\$ 785,473	\$ 658,519	103%	\$ 150,519	\$ 809,038
	Other Direct Op. Costs	\$ 1,957,160	103%	\$ 286,017	\$ 2,243,176	\$ 2,015,875	103%	\$ 294,597	\$ 2,310,472
	Total Direct Op Costs	\$ 2,596,499	103%	\$ 432,151	\$ 3,028,650	\$ 2,674,394	103%	\$ 445,116	\$ 3,119,509
	Total Indirect (Bad Debt G&A)	\$ 656,338	103%	\$ 73,067	\$ 729,405	\$ 676,028	103%	\$ 75,259	\$ 751,287
Total Costs		\$ 3,252,837	103%	\$ 505,219	\$ 3,758,055	\$ 3,350,422	103%	\$ 520,375	\$ 3,870,797
Subtotal Income (LOSS)		\$ 4,506,687	103%	\$ 407,334	\$ 4,914,021	\$ 4,650,937	103%	\$ 418,054	\$ 5,068,991
	Less: Debt Service	\$ 3,651,963	103%	\$ 220,000	\$ 3,871,963	\$ 3,762,713	103%	\$ 220,000	\$ 3,982,713
Net Income (Loss)		\$ 854,724		\$ 187,334	\$ 1,042,058	\$ 888,224		\$ 198,054	\$ 1,086,278

Debt Service Coverage 1.27 1.27

Policy changes:

Agenda Item 5

Discussion on future proposed projects
for debt financing at CSU-Pueblo and update on
campus Master Plan

Current Occhiato University Center (OUC):

- Does not meet the programmatic needs for the current and projected enrollments.
- Does not provide the flexibility to meet the student, faculty and staff, and community needs.
- Is a 38 year old facility with outdated infrastructure that is costly to operate and maintain.

Proposed Student Center Project:

- Would provide the vision of being the “hearthstone” of the University while being a “state-of-the-art” icon.
- Would provide dedicated student space that could be used during other University and community events.
- Provide a forward looking, energy efficient facility that speaks of the commitment of the University to the students and community.

Project Status:

- November 2011- Completion of Updated Program Plan with campus wide committee
- December 2011 – Anticipated Approval by CSU System Board of Governors
- March 2012 – Select Architect
- October 2012 – Begin Construction
- January 2014 – Construction Completed

Campus Facilities Master Plan Goals:

- To be a living document that establishes framework for determining general location of new buildings and linking open spaces with pedestrian and vehicular traffic.
- To be a comprehensive tool for prioritizing capital planning and establishing budget for the development of the physical campus environment.

Campus Facilities Master Plan Status:

- *December 2010* – Hired national planning team of StudioINSITE and Sasaki to complete Campus Master Plan.
- *March 2011 thru October 2011* – Under the leadership of Dr. Leon, the University faculty, staff and students along with community members continue to provide information to the consultants.
- *Fall 2011 thru Spring 2012*– To be reviewed and approved by the new CSU-Pueblo President for subsequent submission to the CSU System Board of Governors.

Agenda Item 6

Presentation on the Campaign for Colorado
Fundraising efforts at CSU and fundraising at CSU-
Pueblo

Campaign for Colorado State

University Update

CSU Board of Governors Meeting

Finance Committee



October ⁵⁹ 4, 2011

Campaign Summary

- Have tremendous momentum and capitalizing on all the great things going on at CSU
- Raised \$85.1 million in FY11 (second best year in CSU history), \$71 million philanthropic and \$14 million in private research through the Foundation
- Increased private support 47 percent over FY10, which puts us in the top 1 percent of all research universities (public and private) in the nation for growth in private support
- Best philanthropic results for any single campus in the state of Colorado
- Ranked No. 1 in the Mountain West Conference in private support
- Campaign total as of Sept. 12 is \$436 million; several large gifts (\$44 million, \$2 million) in process that just need to be booked
- Expecting to reach the \$500 million campaign goal early (January/February) – remarkable accomplishment in this extremely difficult economy

Campaign Summary

- Invested assets are at \$299M as of end of July 2011
- \$10.4M raised in first 2 months of FY12. Projecting FY12 results to be \$105M - \$125M which would be the best year in the history of CSU
 - 30% increase over FY11 at this point
- Alumni participation rate still not where we need it to be and still requires significant attention and focus
 - Slightly under 8% in FY11
 - Hired outside group (RuffaloCody) to take over calling program
 - Hired full time position to focus on student philanthropy
 - Reorganized the group and hired new executive director with significant annual giving experience at Washington State University and University of Texas system
 - Goal of 9%+ in FY12 and seeing progress so far in FY12 (30% increase over FY11)
- Alumni Engagement up significantly and volunteer base growing rapidly which positions us well for the future and next campaign

What's Ahead

- In the final stages of the campaign and working hard to meet \$500M goal early and exceed \$500M by end of fiscal year
- Aggressively making asks of key prospects so that they are able to be part of the first ever campaign
- Continuing to optimize the development operation to support all the colleges and units and looking for ways to streamline and improve efficiency
- Beginning planning for campaign celebration event(s)
- Focusing hard on increasing alumni participation and student involvement

Fundraising Progress Report

CSU-Pueblo

October 4, 2011

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

FY2011 Highlights

- Total CSUPF assets at FY2011 year-end were \$26.2M, a 15 percent gain over FY2010 total asset figures. Nearly \$12M is endowed.
- Private gifts in FY2011 totaled \$2.6M, not including an additional \$75K of in-kind gifts. Private giving in FY2011 was down 18 percent when compared to FY2010's banner year, when private cash gifts reached \$3.2M (see Financial Summary at conclusion of this report). A pledge drive for Athletics in FY2010 yielding ~\$465K in three-year pledges accounts for this difference.
- Major Grants are not included in private giving totals. Grant awards are received at CSUP.
- Nearly \$350K in private gifts have been booked thus far in FY2012, which is 100 percent more than was booked in the same 2-month period in the previous fiscal year.
- President Leon's annual fundraising gala raised nearly double what it has raised in years past, topping \$75K. His personal involvement, along with strong event leadership from Mrs. Leon, were the underpinnings of our success.
- CSUP is not currently engaged in a comprehensive campaign, like CSU's *Campaign for Colorado*. It is anticipated that CSUP's new university president will lead us in that direction. Current fundraising priorities include:
 - At least \$1M in start-up funds for the Doctor of Nurse Practice program
 - Merit Scholarships and Grants
 - Scholarships and operating support for the Honors Program
 - Short-term capital campaign to restore CSUP's Vietnam Memorial
 - Athletics boosters and corporate partner support⁶⁴

FY2011 Highlights, continued

	CASH GIFTS	IN-KIND GIFTS
Number of Gifts	2717	147
Average Gift Value	\$998.83	\$2,251.76
Percentage from Alumni	32.3%	6.8%
# of first time supporters	472	28
Percentage from Colorado	91.4%	97.9%
Percentage from Southern Colorado	80.1%	95.9%
Percentage from Pueblo County	77.8%	95.2%
Gift from Farthest Away	AK, NY	Hawaii
Alumni Participation Rate	1-2 percent	

Looking Forward

- We're enthusiastic about our future – the momentum continues! Dr. Julio Leon has continued to advance CSUP in the interim and his success in advancement is evident by nearly doubling net revenue from the President's Gala, his successful marketing campaign to highlight our faculty and high-achieving students, his leadership in reviving our University Honors Program, and his active involvement with our community.
- CSUP's largest private gift from an individual will be booked in FY2012 – a \$6M estate from Anthony T. Capps for the benefit of performing arts programs, including Art and Music. This planned gift was secured in the late 1990's under then USC President Tito Guerrero.
- CSUPF is readying its staff and systems to successfully implement a comprehensive campaign, similar to the *Campaign for Colorado*, but on a relative scale for CSUP.
- CSUPF trustees and staff are looking forward to welcoming a strong leader in our new university president. The president's role in setting the strategic vision for the University will be paramount for success in fundraising, as well as to raise our alumni participation rate. His or her leadership and vision will set the stage to inspire private donors, foundations and companies to **BOARD OF GOVERNORS** *of the*
COLORADO STATE UNIVERSITY SYSTEM give generously.

Financial Summary

Reporting Our Progress - Measuring Your Impact

Annual Report 2010-11

CSU-PUEBLO FOUNDATION

Statement of Financial Position*

All data represents one year of activity from July 1, 2010 to June 30, 2011

Balance Sheet

ASSETS

Cash and cash equivalents	\$2,610,966
Accounts receivable	228,655
Accrued interest receivable	6,528
Prepaid expenses	4,153
Unconditional promises to give, net	513,835
Note receivable - CSU-Pueblo	50,000
Receivable from estate	50,000
Marketable securities	17,280,603
Miscellaneous assets	2,801
Beneficial interest in remainder trusts	4,991,025
Investment in real estate	165,000
Investment in limited partnership	297,500
Leasehold improvements and office equipment	87,677
Less accumulated depreciation	(70,873)

TOTAL ASSETS \$26,217,870

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable	\$960,087
Other liabilities	24,973
Income taxes payable	7,423
Charitable gift annuity	17,216
TOTAL LIABILITIES	1,009,699

NET ASSETS

Endowment asset deficiencies	(153,263)
Designated	821,953
Other unrestricted	1,022,532
Total unrestricted net assets	1,691,222
Temporarily restricted	11,632,633
Permanently restricted	11,884,316
TOTAL NET ASSETS	25,208,171

TOTAL LIABILITIES AND NET ASSETS \$26,217,870

Income Statement

REVENUE AND SUPPORT

Contributions	\$2,233,651
In-kind contributions	255,559
Fundraising revenue	122,993
Dividends	454,026
Interest	34,278
Realized gain on sale of marketable securities	328,464
Unrealized gain on marketable securities	2,130,306
Writedown of assets to net realizable value	(2,500)
Miscellaneous revenue	12,358
Changes in the value of split-interest agreements	478,213

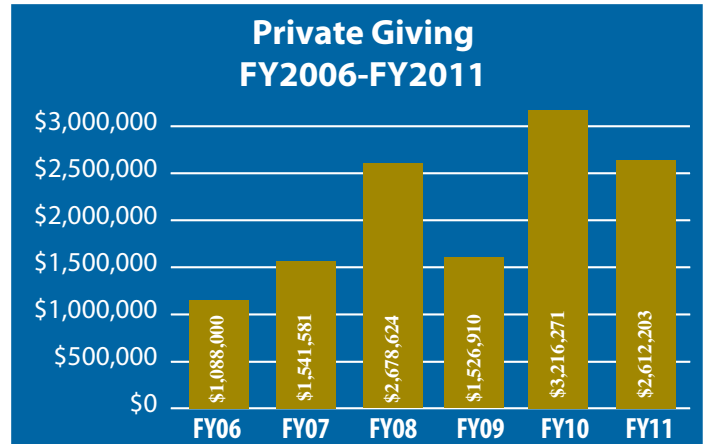
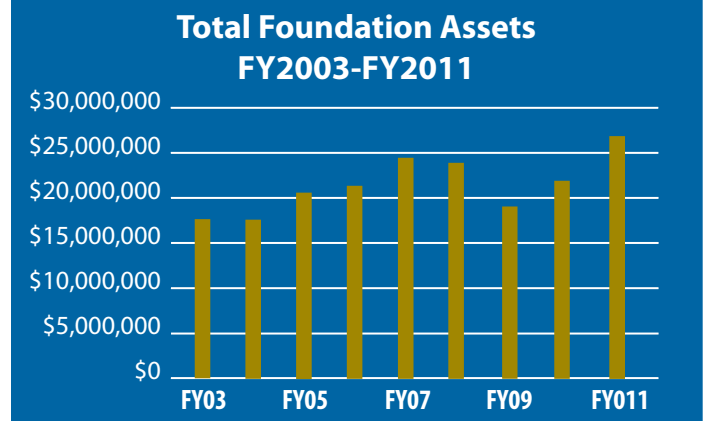
TOTAL REVENUE AND SUPPORT \$6,047,348

EXPENSES

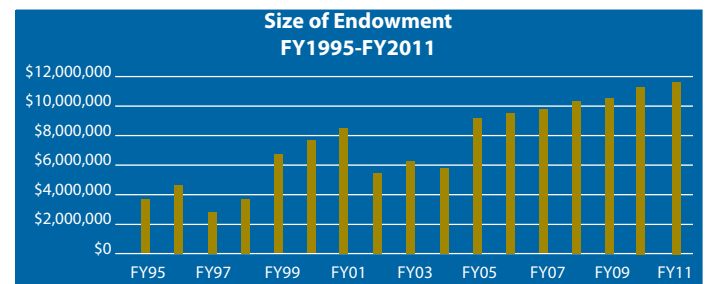
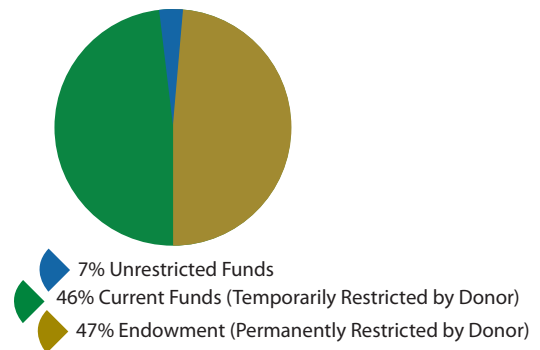
Program expenses	\$1,732,488
Management and general	384,287
Fundraising	201,468

TOTAL EXPENSES \$2,318,243

*Draft as of August 29, 2011. Final audit report to be published in September 2011.



Total Foundation Assets by Donor Restriction



Agenda Item 7

CSU Global Campus Foundation

CSU Global Campus Foundation

- CSU-Global Campus would like to establish it's own Foundation
- This is in-line with the other two campuses who each have their own Foundation.
- Attached is a Board Action item authorizing the President to move forward

Stretch Goal: Four Strategic Initiative: Creating opportunities for Building a Stronger
Future for Colorado.

MATTERS FOR ACTION: Establishment of Colorado State University-Global Campus (“CSU-GC”) Foundation.

RECOMMENDED ACTION:

MOVED, that pursuant to C.R.S. 24-1-107.5 (2011), the Board hereby finds it would be in the best interest of CSU-GC to establish a non-profit entity known as the Colorado State University-Global Campus Foundation to operate for the benefit of CSU-Global Campus. Therefore the President of CSU-GC is hereby authorized to take all steps necessary to establish such an entity in conjunction with the Colorado State University System Office of General Counsel.

EXPLANATION:

Presented by Michael D. Nosler, General Counsel and Becky Takeda-Tinker, President, CSU-Global Campus.

Recent statutory amendments provide a state supported institution of higher education may establish a non-profit entity upon a finding by the Governing Board that establishing the non-profit entity would be in the best interests of that institution C.R.S. 24-1-107.5 (2011).

Establishment of the CSU-GC Foundation will permit that entity to receive and hold gifts, devises, bequests and equities on behalf of and for the benefit of the operations of CSU-GC. The foundation will be created in a similar fashion to the CSU-Foundation and will serve CSU-GC in a similar fashion subject to a written operating agreement to be negotiated between CSU-GC and CSU-GC Foundation once it is established.

Approved

Denied

Board Secretary

Date

CSU System Debt Capacity Appendix

Current CSU System Debt Portfolio (As of October 1, 2011)

Total debt outstanding:	\$499,240,000 <i>(principal only)</i>
This amount includes:	\$432,375,000 of System Enterprise bonds <i>(backed by System Enterprise pledged revenues)</i> \$ 66,865,000 of prior bonds issued by CSU-FC <i>(backed by CSU-FC auxiliary pledged revenues)</i>
Split by campus:	\$434,305,000 outstanding for CSU-FC <i>(87% of total)</i> \$ 64,935,000 outstanding for CSU-P <i>(13% of total)</i>
Current bond ratings:	Aa3 (Moody's) A+ (S&P)


BACKGROUND INFORMATION

Summary of Outstanding Debt

Summary of Outstanding Debt by Series

As of August 1, 2011

Series	Lien	Settlement Date	Maturity Range	Original Par (\$000)	Outstanding Par (\$000)	Federal Tax-Status	Optional Redemption Date	Advance Refundable
2003A	Prior	2/11/03	3/1/12-17	15,615	5,935	Exempt	3/1/13	No
2003B	Prior	4/30/03	3/1/12-35	20,535	18,155	Exempt	3/1/13	Yes
2005B	Prior	6/7/05	3/1/12-35	45,200	42,775	Exempt	3/1/15	Yes
2007A	Parity	9/6/07	3/1/20-37	160,665	160,665	Exempt	3/1/17	Yes
2007B	Parity	9/6/07	3/1/12-21	34,260	19,460	Exempt	3/1/17	No
2007C	Parity	9/6/07	3/1/13-20	15,120	15,120	Taxable	None	Yes
2008A	Parity	6/19/08	3/1/12-38	83,285	82,125	Exempt	3/1/18	Yes
2009A	Parity	3/18/09	3/1/12-39	56,090	56,090	Exempt	3/1/19	Yes
2010A	Parity	8/12/10	3/1/13-20	25,330	25,330	Exempt	None	Yes
2010B	Parity	8/12/10	3/1/21-33	40,335	40,335	Taxable	None	Yes
2010C	Parity	8/12/10	3/1/33-40	33,250	33,250	Taxable	None	Yes
Total					499,240			

 Issued Under State Intercept Program

Summary of Campus Construction Projects Financed with Bond Proceeds

Issue	Issuer	Proceeds used for:	Amount
			(\$)
2003	Pueblo	Occhiato University Center	270,000
		Belmont Residence Hall	448,000
		Refunding certain outstanding bonds	
2003A	Fort Collins	Lory Student Center Improvements	4,500,000
		Refunding certain outstanding bonds	
2003B	Fort Collins	Student housing (Summit Hall)	19,335,453
2005B	Fort Collins	Student housing and dining (New Academic Village)	42,951,315

Issue	Issuer	Proceeds used for:	Amount
			(\$)
2007A	System	Pueblo-Student Recreation Center	10,116,387
		Research Innovation Center	37,000,000
		Academic Instruction Building	45,000,000
		Athletics Indoor Practice Facility	13,000,000
		Athletics Academic Training Facility	7,000,000
		University Center for the Arts	15,006,900
		Computer Science Building	12,993,100
		College of Business - Rockwell Hall Addition	8,000,000
		MMAP Building	4,615,927
		Chiller Plant	2,800,000
		Greenhouse and Research Space renovations	1,550,000
		Animal Research Infrastructure improvements	1,500,000
		Renovations supporting infectious disease research activities	1,400,000
2007B	System	Refunding certain outstanding bonds	
2007C	System	Research Innovation Center (Taxable)	15,000,000
2008A	System	Student housing and dining (Academic Village Phase 1b)	22,144,617
		Lake Street Parking Garage	21,600,000
		Student Recreation Center addition	32,122,697
		Academic Computing Center	1,998,000
2009A	System	Pueblo - Residence Halls	49,507,547
		CIRA addition	1,200,000
2010A-C	System	Engineering II	40,000,000
		Library Expansion	16,400,000
		Classroom Renovations and Upgrades	10,000,000
		Braiden and Parmalee housing	26,000,000
		Lory Student Center Theatre	6,000,000

Note: All projects are on the Fort Collins campus unless specifically identified as Pueblo.

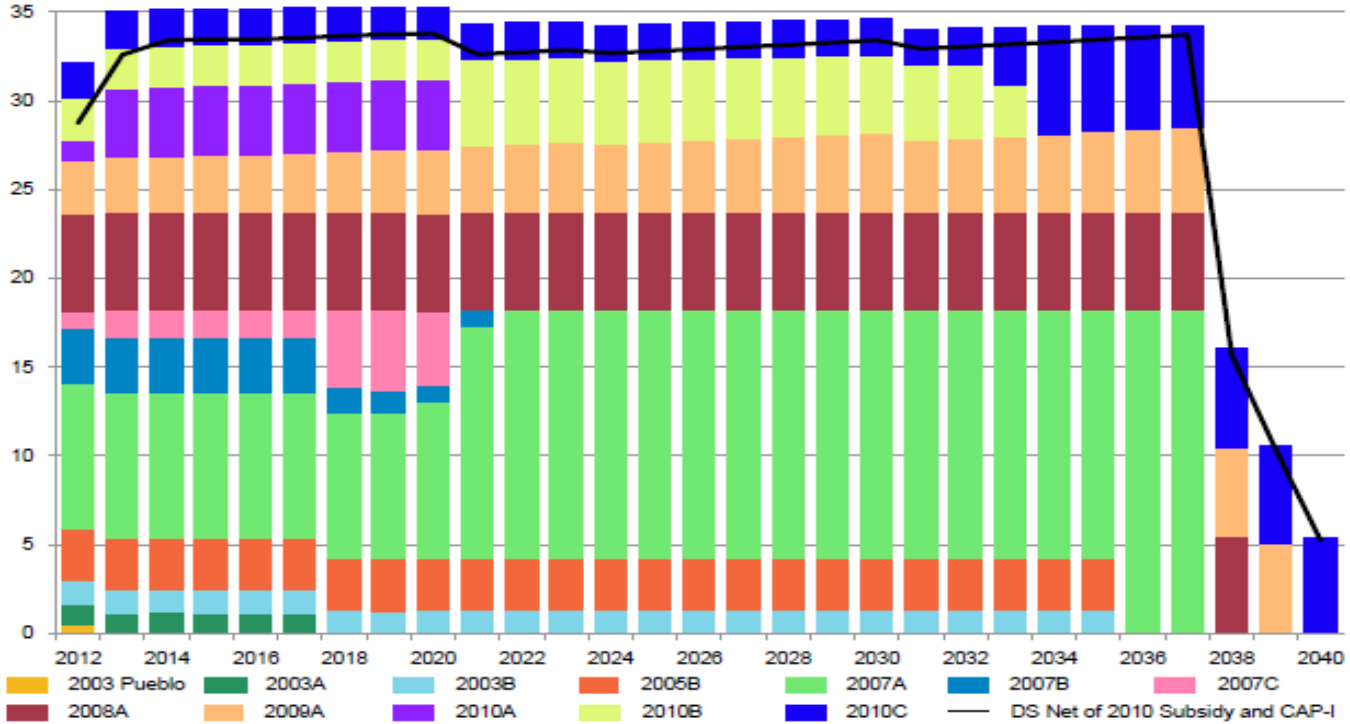
Outstanding Debt Service

Fiscal Year Debt Service

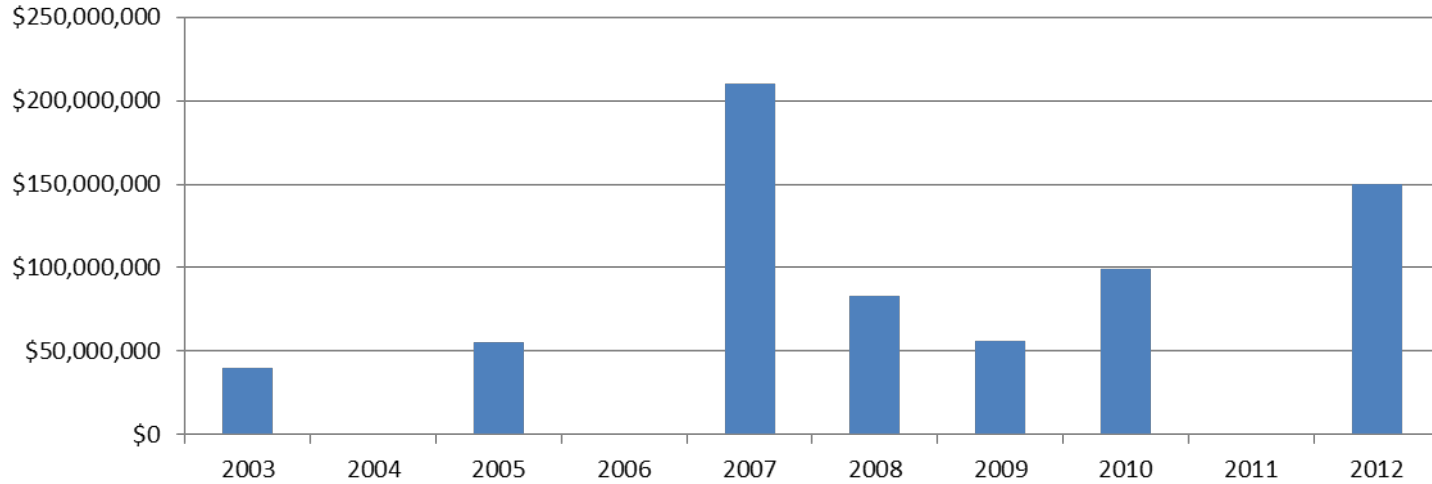
Fiscal Year Debt Service

Year Ending 06/30

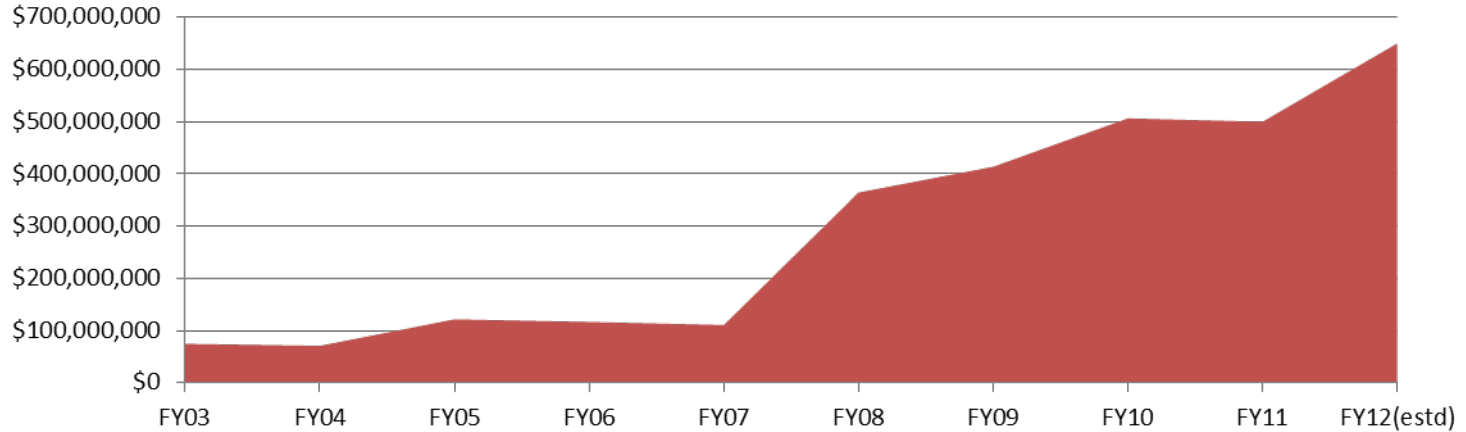
\$MM



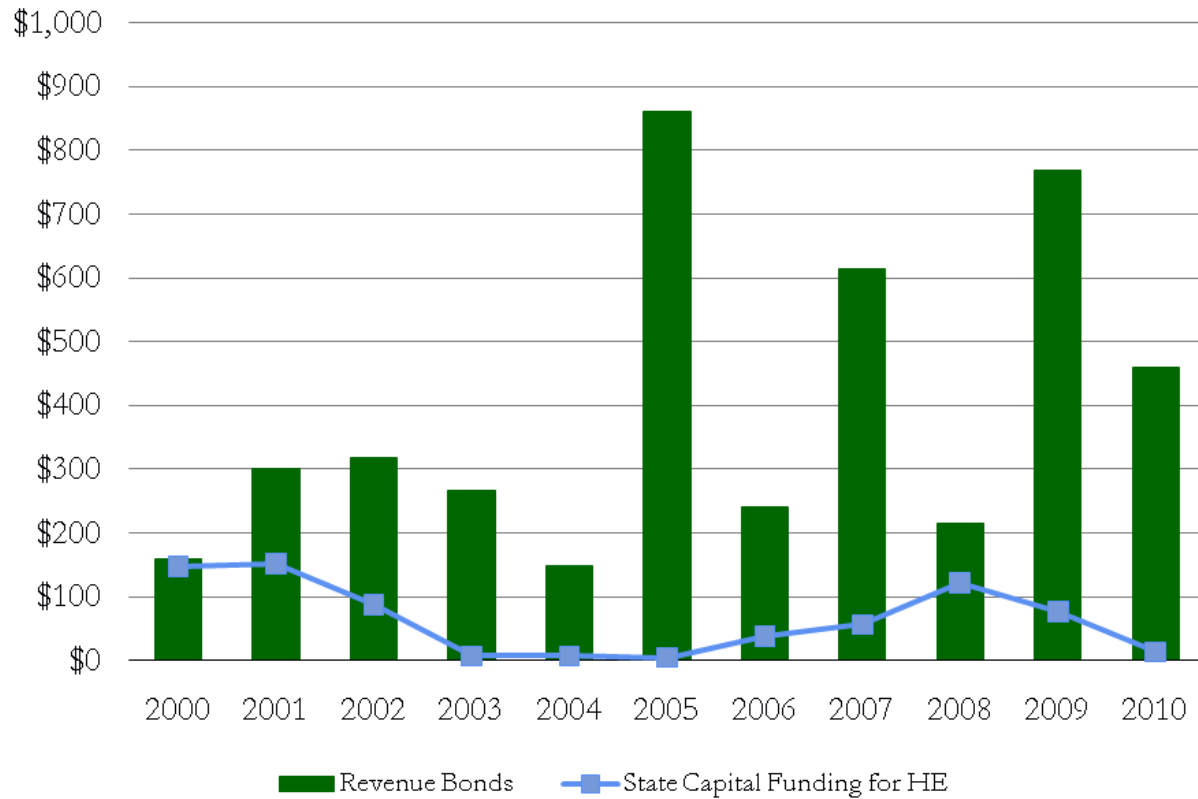
CSUS Historical Debt Issuance



CSUS Debt Outstanding at FY End



History of Colorado Higher Education Debt Issuance 2000-2010



CSU System Debt Capacity

Historical Context

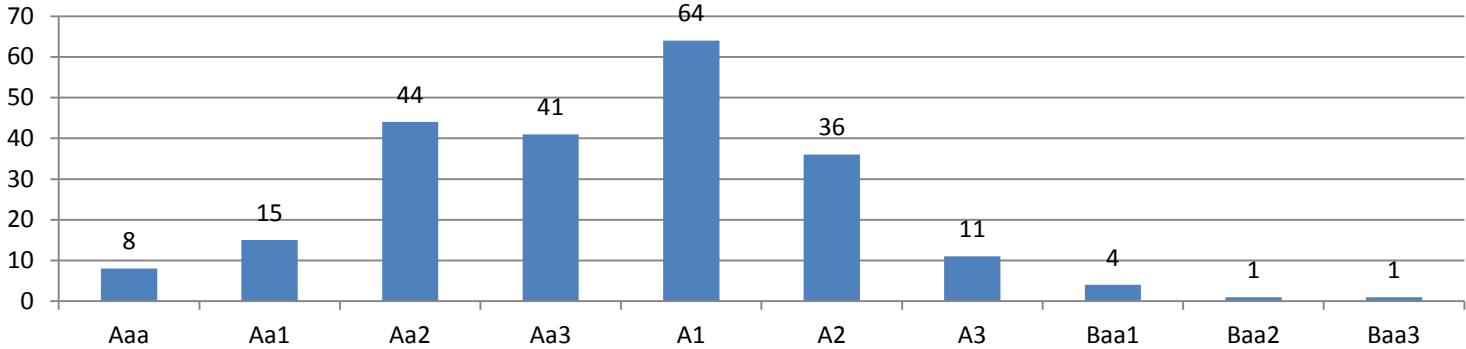
Debt capacity as presented to the Board in:	May 2009	\$75 million
	January 2010	\$150-\$200 million
	October 2011	\$250-\$400 million

Comments about the apparent growth in estimated debt capacity:

- Earlier estimates were on the conservative side.
(The current estimate relies on more robust technical analysis, utilizing a full range of ratio and peer analysis, whereas earlier estimates were more narrowly focused on only a few ratios.)
- Debt capacity impact is mitigated though by self supporting projects.
(Even though the System has issued a significant amount of debt in recent years, nearly all of the projects that have been financed with bond proceeds are self supporting, i.e. generating their own revenue, sufficient to pay the project's debt service. Other System wide revenues were not needed to pay for any additional debt service. It is logical to assume that issuing more debt decreases capacity. But that has not been the case.)
- CSU System revenues and net assets have continued to grow each fiscal year.
- The State Intercept Program, first implemented by the System in 2009, has helped as a form of credit enhancement.
(By utilizing the State Intercept backing in our bond sales, we can sell bonds at a rating level one notch higher than our underlying rating. Investors perceive our bonds as a stronger credit/safer investment with intercept backing. The program's impact was not incorporated into earlier debt capacity estimates.)
- Rating agencies' methodology and views on debt capacity have evolved, given the decrease in state support to institutions across the country.

CSUS Rating Position Among Colleges and Universities Rated by Moodys

of Entities per Rating Category



Moodys ratings for Colorado Colleges and Universities	
Aa2	University of Colorado
Aa3	Colorado State University System
A1	Auraria Higher Education Center
A1	Colorado School of Mines
A1	Metropolitan State College of Denver
A1	University of Northern Colorado
A2	Adams State College
A2	Fort Lewis College
A2	Mesa State College
A3	Western State College

Comments from most recent rating agency reports

Moodys July 22, 2010 rating report (Aa3 underlying rating)

Strengths

- * Stable student market position
- * Potential additional pricing power, with Higher Education Flexibility Bill, allowing tuition increases up to 9% annually
- * Multidisciplinary research activity is large and growing

Challenges

- * Uncertain state funding environment, with lower ARRA funding in 2011
- * Sharp increase in debt over past five years
- * Limited debt capacity absent growth of revenue to pay debt service
- * Modest operating deficits; thin expected coverage of pro-forma maximum annual debt service

What could change the rating down?

- * Declining state funding and inability to grow alternative revenue streams and contain expenses to offset reduced state appropriations
- * Significant borrowing without growth in financial resources and cash

S&P's July 26, 2010 rating report (A+ underlying rating)

Strengths

- * Significant degree and program offerings across its three campuses
- * Stable enrollment history
- * Broad pledge of system net revenues (tuition, fees, research, indirect cost recovery, subordinate pledge of auxiliary revenue)
- * Moderate pro-forma debt burden
- * Adequate, thorough declining financial resources

Challenges

- * Mixed operating results (positive on a cash basis, negative on a full accrual basis)
- * Challenging state funding environment
- * Limited fundraising history

What could change the rating down?

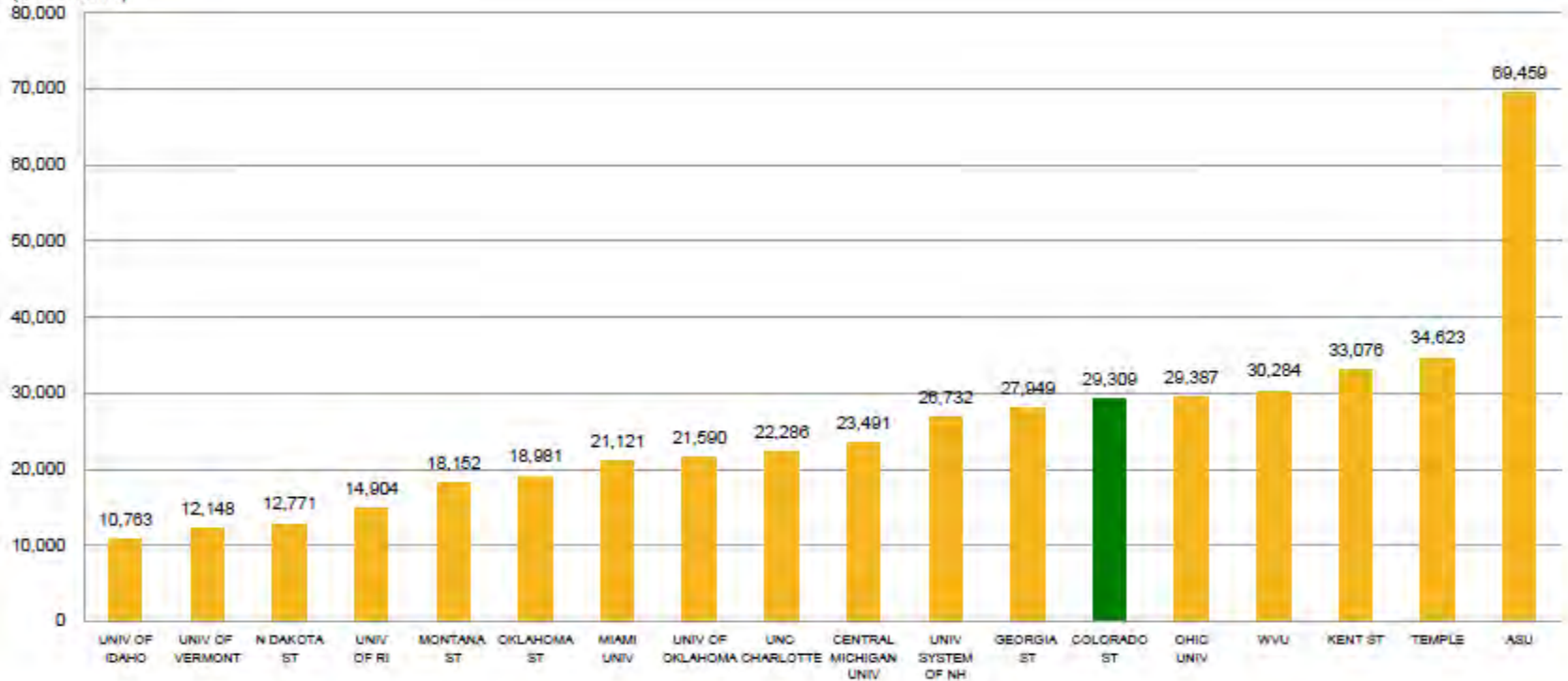
- * Significant weakening of financial resource measures through additional debt or deterioration of the balance sheet
- * Operating deficits on a cash basis

FTE Enrollment

Large Public Aa3 Peers; FY10

Total Enrollment

Full-time Equivalent
(# of students)

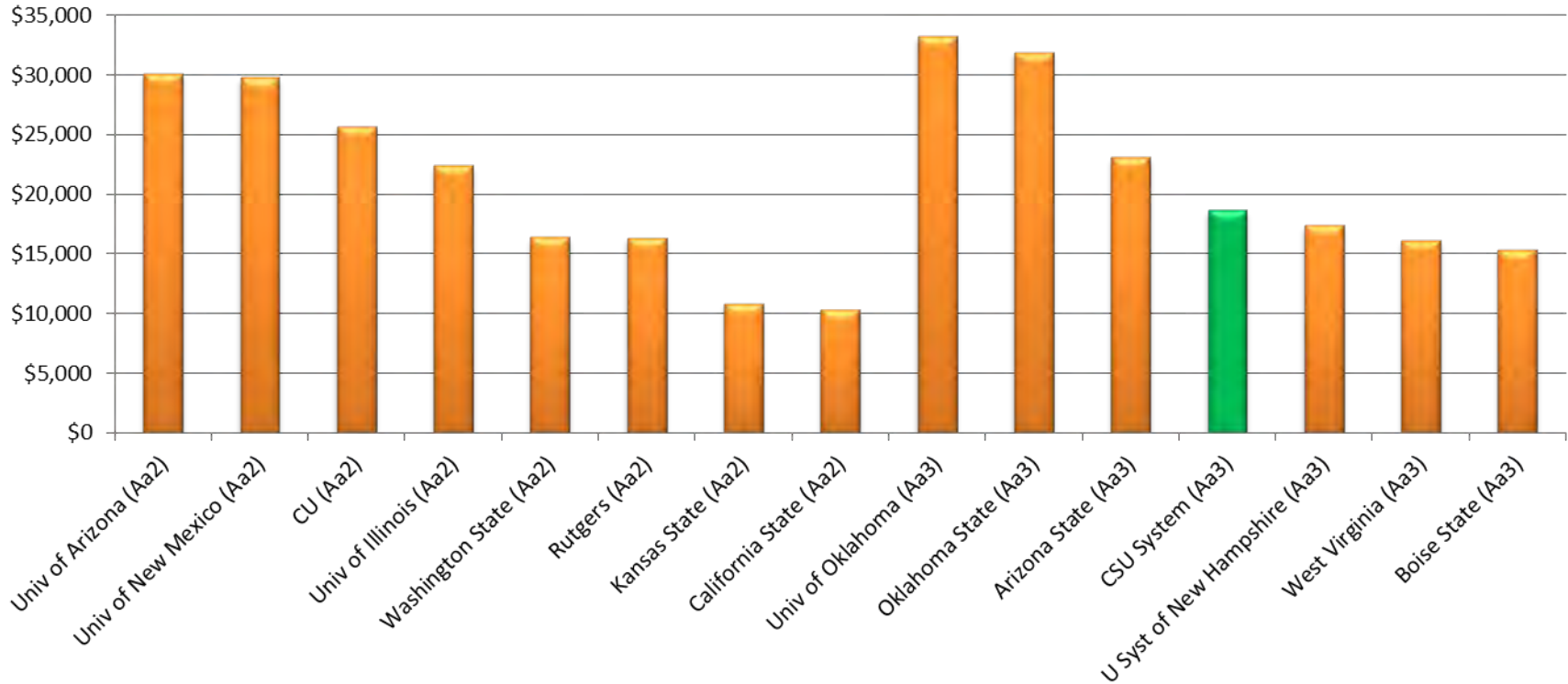


Source Moody's MFRA

Comparison of Debt per FTE

CSUS versus select universities in Aa2 and Aa3 rating category

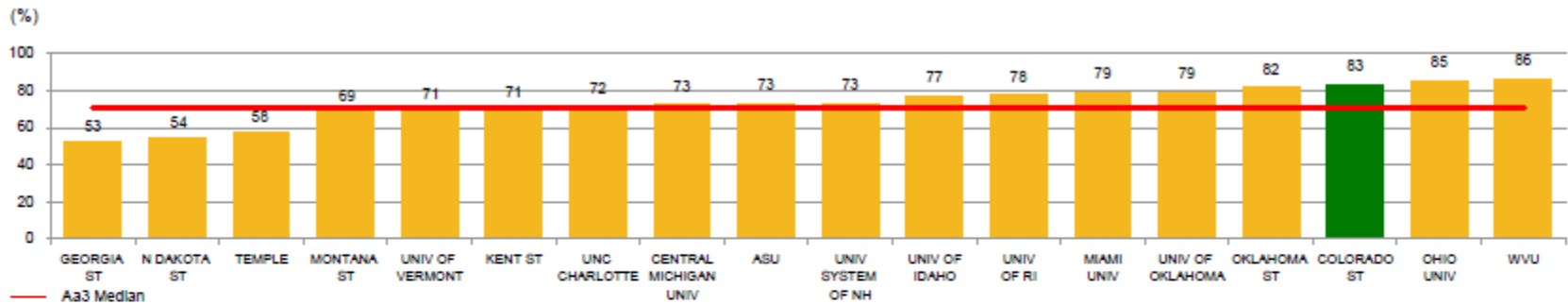
Total Debt per FTE



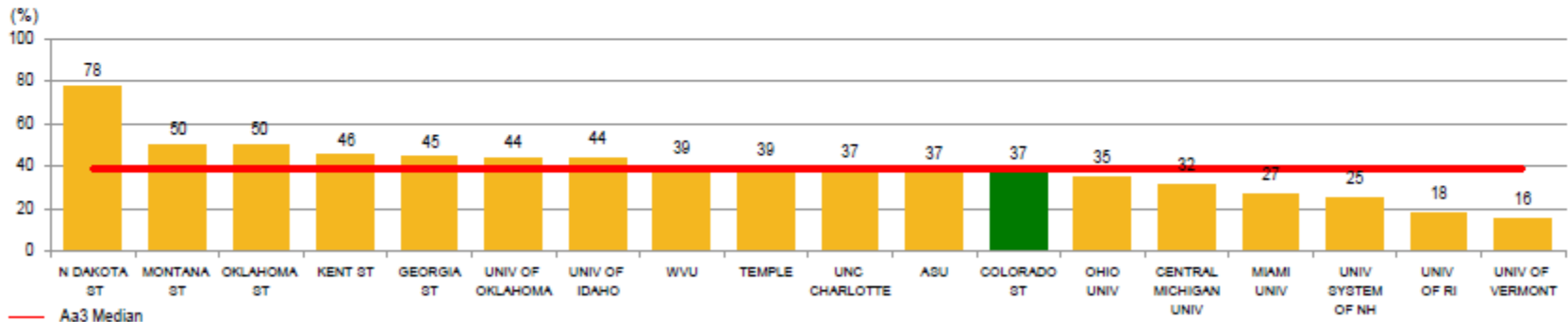
Selectivity & Matriculation

Large Public Aa3 Peers; FY10

Freshman Selectivity



Freshman Matriculation

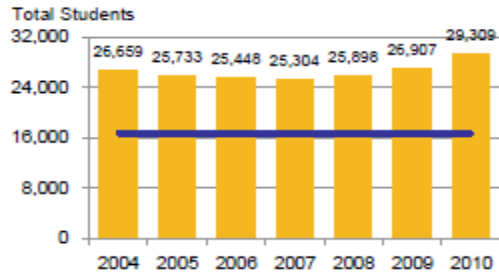


Source: Moody's MFRA

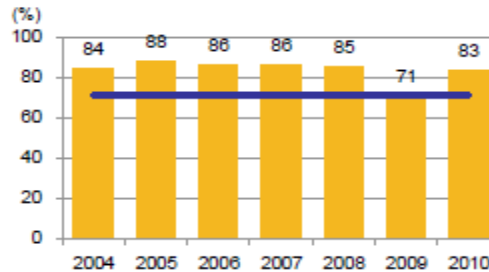
Historical CSU Enrollment Metrics

2004-2010

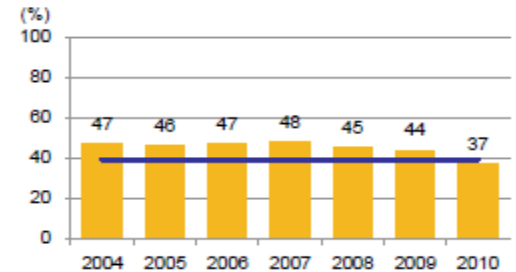
Total Enrollment



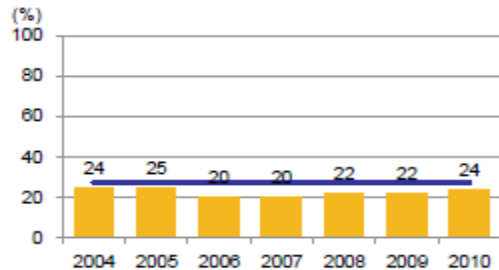
Selectivity



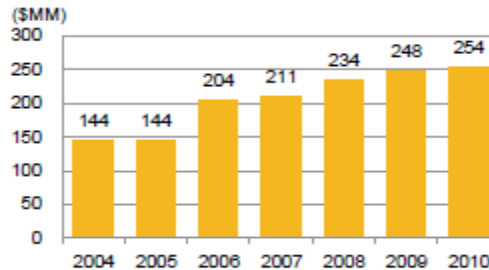
Matriculation



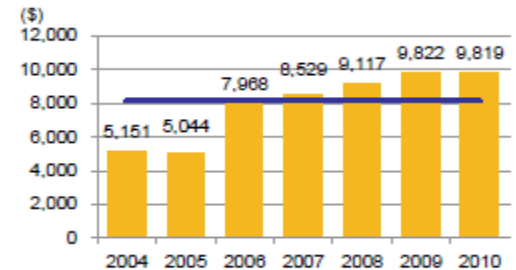
Total Tuition Discount



Total Net Tuition



Net Tuition Per Student



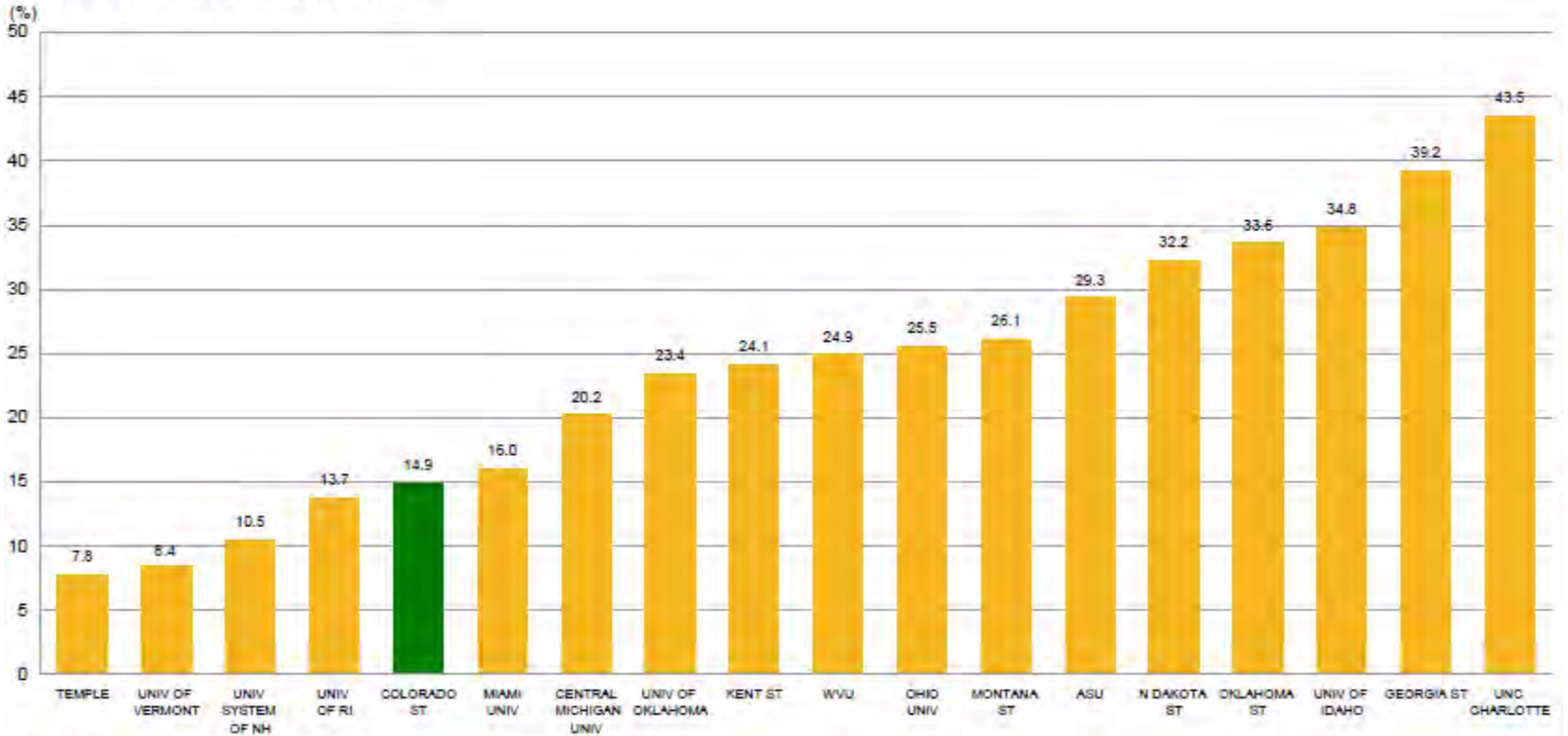
— FY10 Moody's Aa3 Median

State Appropriations

Large Public Aa3 Peers; FY10

State Appropriations

State appropriation revenue divided by total revenue



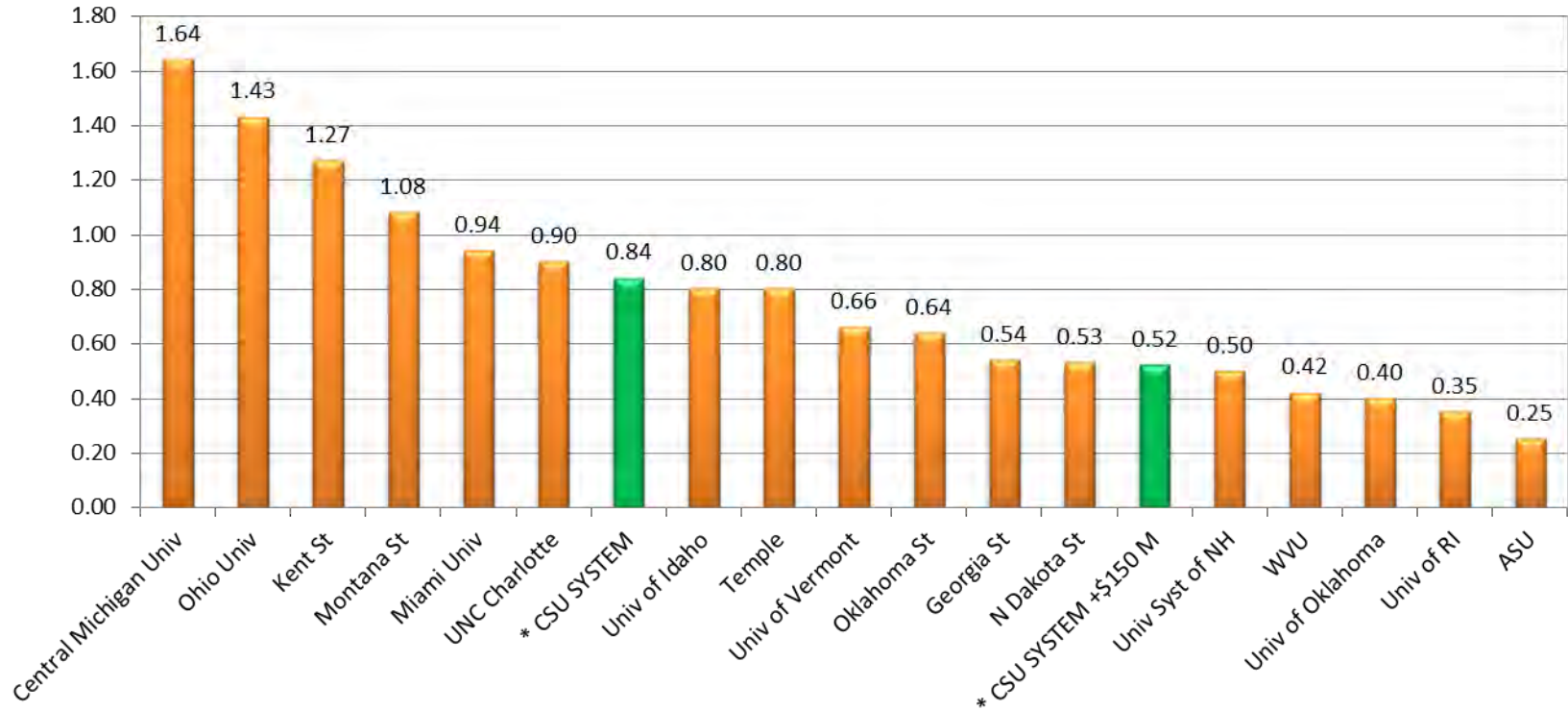
Source: Moody's MFRA; Certain figures calculated by Morgan Stanley

Debt Capacity Peer Analysis

Large Public Aa3 Rated Peers

(Utilizing fy2010 Financial Data)

Expendable Resources to Debt

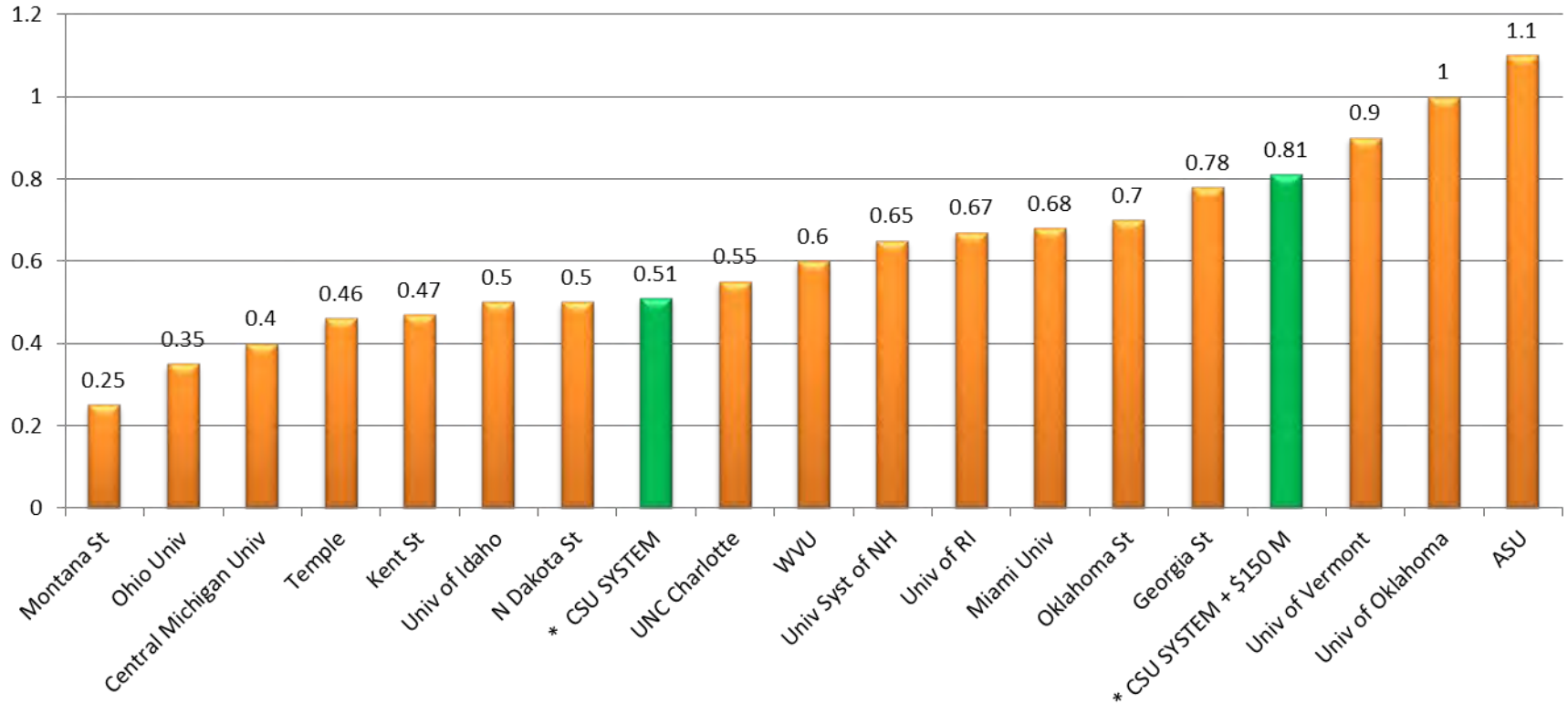


Debt Capacity Peer Analysis

Large Public Aa3 Rated Peers

(Utilizing fy2010 Financial Data)

Debt to Revenue

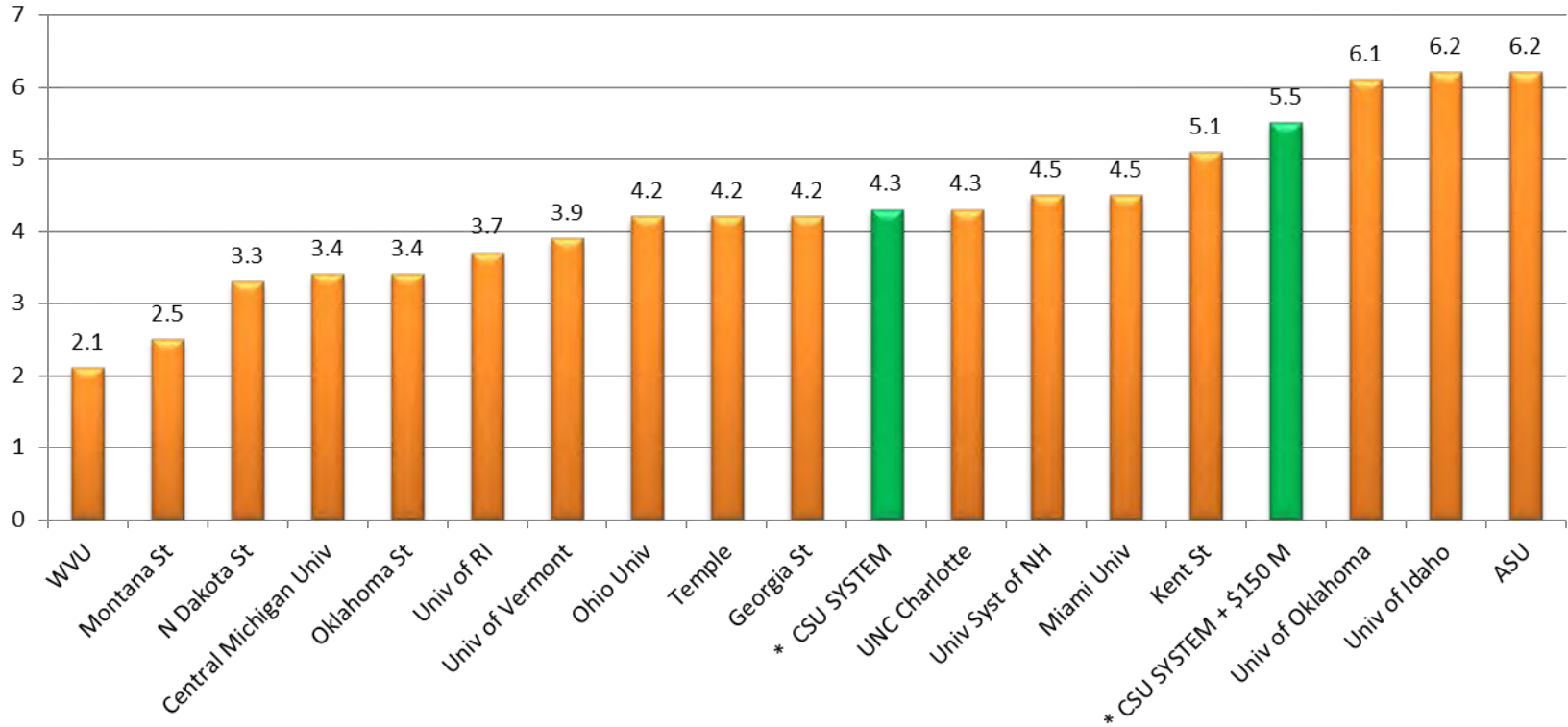


Debt Capacity Peer Analysis

Large Public Aa3 Rated Peers

(Utilizing fy2010 Financial Data)

Debt Service to Operations

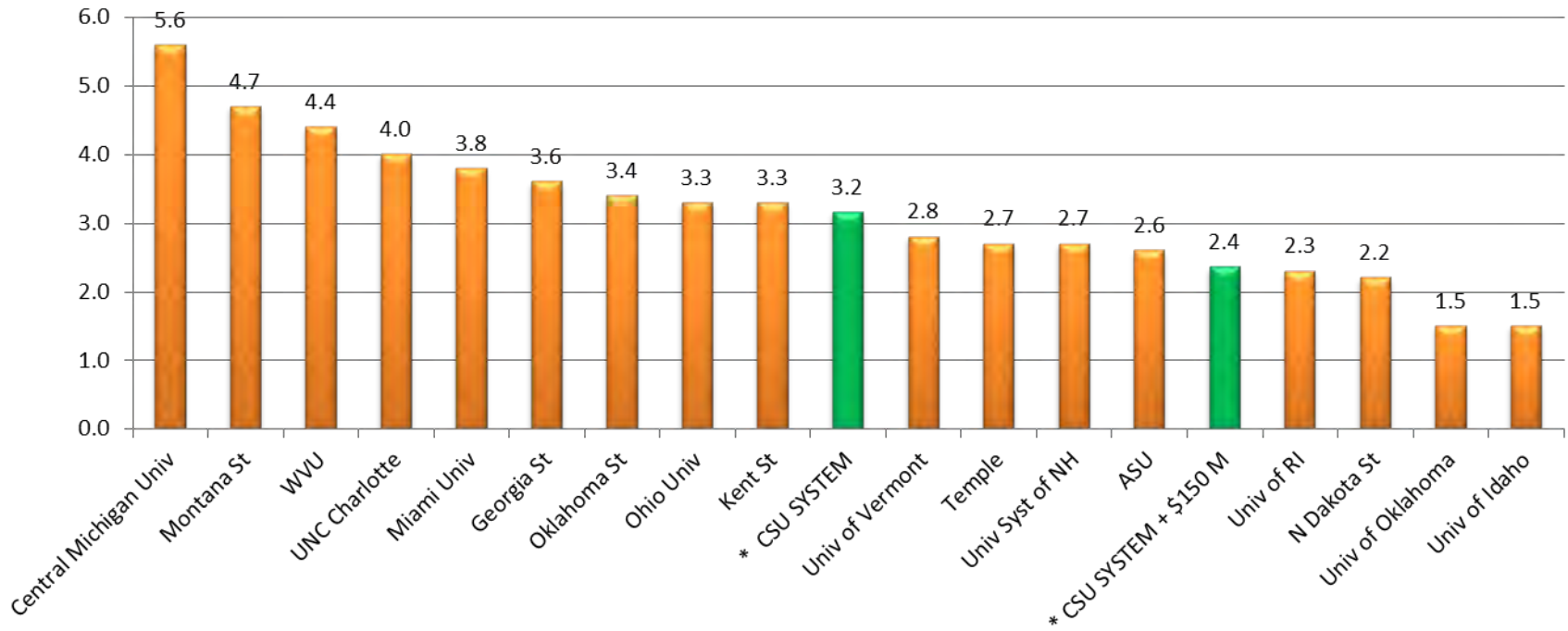


Debt Capacity Peer Analysis

Large Public Aa3 Rated Peers

(Utilizing fy2010 Financial Data)

Debt Service Coverage



CSU System Debt Capacity

Data Collected on CSU *Published Peer* Institutions

Colorado State University

Comparison to Colorado State University Peer Institutions

	CSU (Aa3)*	Moody's Median Aa3 Rating	Moody's Median A1 Rating	Oklahoma State Univ (Aa3)*	Iowa State Univ of Science & Technology (Aa2)*	Univ of Colorado (Aa2)	Univ of Illinois (Aa2)	Washington State Univ (Aa2)*	Kansas State Univ (Aa2)*	Michigan State Univ (Aa1)*	North Carolina State Univ at Raleigh (Aa1)*	Ohio State Univ (Aa1)	Virginia Polytech Univ (Aa1)*	Purdue Univ (Aaa)*	Texas A&M Univ (Aaa)*
Year	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010
Total Direct Debt (\$, in millions)	413.98	189.54	131.73	605.19	414.59	1,224.80	1,634.20	397.90	221.21	814.37	387.77	1,354.26	580.97	930.99	2,230.79
Total Financial Resources (\$, in millions)	500.63	292.76	103.9	699.01	882.71	1,765.27	2,056.37	882.28	523.06	1,733.22	711.39	2,835.47	908.00	2,756.09	7,465.66
Total Revenues (\$, in millions)	849.08	422.37	195.76	849.77	956.91	2,471.30	4,547.75	781.96	625.29	1,821.66	1,144.23	4,377.26	1,020.03	1,828.46	3,373.64
Expendable financial resources-to-operations (x)	0.42	0.46	0.39	0.47	0.50	0.62	0.32	0.32	0.29	0.72	1.10	0.41	0.60	1.30	1.23
Total financial resources-per-student (\$000)	17,081	15,524	10,722	36,827	31,728	37,003	28,158	36,378	25,641	40,092	23,373	46,355	29,658	46,500	78,208
Total Enrollment FTE (#, may be estimated)	29,309	16,643	10,969	18,981	27,821	47,706	73,030	24,253	20,399	43,231	30,436	61,168	30,616	59,271	95,459
Freshman Matriculation (%)	36.70	38.9	39.7	50.10	37.50	80.80	36.60	38.10	44.80	38.10	43.90	48.20	38.90	39.20	46.70
Freshman Selectivity (%)	83.00	71	70.1	81.60	80.50	83.10	65.50	69.50	98.80	70.00	54.20	68.40	67.00	66.90	67.50
State appropriation per student (\$000)	4,694	6,790	5,496	15,244	9,927	3,922	19,033	19,033	8,107	8,174	16,446	8,223	7,979	6,582	10,743
Expendable financial resources-to-direct debt (x)	0.80	0.83	0.65	0.60	1.10	1.20	0.80	0.50	0.80	1.60	1.10	1.30	1.00	2.40	1.80
Unrestricted financial resources-to-direct debt (x)	0.30	0.42	0.41	0.30	0.70	0.60	0.20	0.20	0.40	0.80	0.40	0.90	0.30	1.10	0.80
Total financial resources-to-direct debt (x)	1.20	1.38	0.87	1.20	2.10	1.40	1.30	2.20	2.40	2.10	1.80	2.10	1.60	3.00	3.30
Direct debt-per-student (\$)	14,125	13,330	12,760	31,884	14,902	25,674	22,377	16,406	10,844	18,838	12,741	22,140	18,976	15,707	23,369
Investment Income (% of Total Revenue)	1.60	1.90	1.90	1.20	2.80	2.60	1.20	4.00	1.10	4.60	2.30	3.50	1.70	5.80	9.80
Gifts (% of Total Revenue)	2.90	1.60	1.00	0.90	3.60	3.60	3.20	2.50	2.60	2.90	3.90	2.10	4.80	3.80	3.30
Grants and contracts (% of Total Revenue)	31.40	16.80	10.80	14.60	19.00	29.70	20.20	27.40	27.40	20.50	21.50	14.50	23.60	19.80	25.60
State appropriation (% of Total Revenue)	14.90	25.80	29.80	33.60	28.10	7.60	30.10	26.40	26.20	19.50	43.00	11.50	23.60	21.20	29.10
Annual operating margin (%)	1.60	2.60	4.40	2.70	6.30	7.00	7.60	-1.30	4.40	2.30	8.90	3.80	5.30	7.10	3.60
Actual debt service coverage (x)	2.80	3.06	2.64	3.40	4.40	3.40	4.40	3.20	4.20	5.30	4.71	3.50	3.90	4.60	3.00
Return on financial resources (%)	6.00	9.60	12.00	-2.80	14.30	9.10	39.40	8.50	11.40	7.20	10.20	20.70	11.20	15.70	8.80

*Indicates Land-Grant University

Note: All ratings displayed in MFRA is the most recent derived underlying rating issued by Moody's Investors Service, Inc.

Source: All University ratios are from Moody's Municipal Financial Ratio Analysis database. All Aa3 and A1 rating median ratios are from Moody's Median Report, Strong Student Demand, Ongoing Tuition Increases, and Cost Containment Enable Public Universities to Mitigate State Funding Cuts

As of September 7, 2011

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
October 4, 2011**

Board Members: Ed Haselden, Chair, Scott Johnson, Pat McConathy,
Kristina Proctor, Eric Berlinberg

CSURF Board Liaison: TBD

Staff: Stuart MacMillan

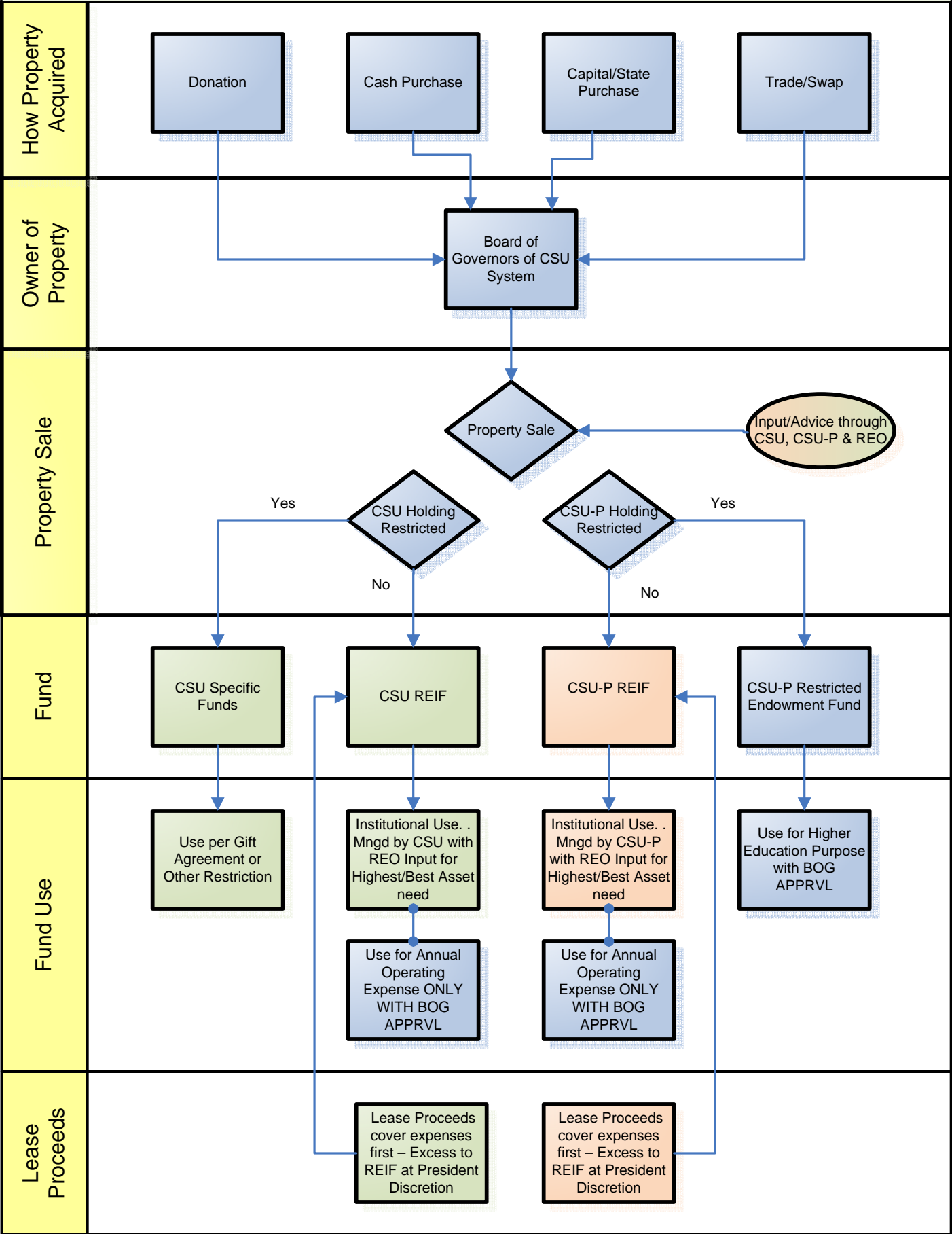
CONFIDENTIAL/ Executive Session

- | | | |
|-------------------------------------|-----------------|------------|
| 1. Franktown Property Acquisition | (Stu MacMillan) | Discussion |
| 2. Fort Morgan Subdivision and Sale | (Stu MacMillan) | Discussion |

OPEN Session

- | | | |
|---|-----------------|--------|
| 1. Real Estate Investment Fund – Review of Policy | (Stu MacMillan) | Report |
|---|-----------------|--------|

Colorado State University System - Property Sale Proceeds



Input/Advice through CSU, CSU-P & REO

REAL ESTATE INVESTMENT FUNDS POLICY

Section F of the Board of Governors Budget Policy is amended as follows:

F. Proceeds from the sale of real estate assets owned by the Board for the benefit of the institutions shall be held in an institution's reserves or such funds as directed by the Real Estate Investment Fund Policy, until such time as the institution designates an appropriate use for such proceeds in accordance with that policy. Only in extraordinary circumstances, and with the Board's prior approval, shall the use of proceeds from the sale of real estate assets be allowed for purposes of funding annual operating costs not related to the long-term investments described herein.

The Real Estate Investment Fund Policy would be added as the last category in the Finance Policy:

REAL ESTATE INVESTMENT FUND POLICY

The purpose of this section is to provide guidelines for the prudent and most beneficial use and management of the proceeds from the sale or commercial lease of CSUS real estate assets in order to serve current and future needs.

SALE OF REAL PROPERTY

CSUS has acquired real property through land grants from the federal government, private land donations, and by direct purchase. As a result, the proceeds from the sale of CSUS real property may be restricted by the terms of a contract or gift, or by statute, depending upon how CSUS acquired title to such property. In particular, the use of any proceeds from the sale of land granted by the federal government is constrained.

ENDOWMENT LAND PERMANENT FUND

CSUS has its origins from land granted by the federal government under the 1862 Morrill Act. There are federal and state statutory restrictions governing the use of the proceeds from the sale of any such land. *See, e.g., 7 U.S.C. § 301 et seq.; C.R.S. §§ 23-31-302 & 504.* All proceeds from the sale of any land granted by the federal government shall be prudently invested to yield a fair and reasonable rate of return, and shall be maintained by each institution in an Endowment Land Permanent Fund. The principal of that fund shall not be impaired or used for any purpose, unless specifically approved by the Board. Subject to the approval of the Governor, the Board may expend no more than ten (10%) percent of an Endowment Land Permanent Fund for the purchase or exchange of lands for sites or experimental stations.

POLICY: Amendment to Financial Management Policy #38
to establish a Real Estate Investment Policy

ENDOWMENT LAND INCOME FUND

The income earned from each institution's Endowment Land Permanent Fund shall be transferred, no less than annually, to an institution's Endowment Land Income Fund. This fund shall be prudently managed to yield a reasonable rate of return. However, the Endowment Land Income Fund, including both principal and interest, may be used from time to time to purchase real property, upon the recommendation of the President of the institution and the approval of the Board. The Endowment Land Income Fund shall not be used for the purchase, erection, preservation, or repair of any building or buildings.

CSU-PUEBLO RESTRICTED ENDOWMENT FUND

Proceeds from the sale of land that was donated to establish Colorado State University-Pueblo (CSU-Pueblo) shall be held in a Restricted Endowment Fund. The Restricted Endowment Fund must be used only for the purposes of higher education, and shall not be impaired or used for any purpose unless specifically approved by the Board. Interest income generated from the Restricted Endowment Fund may be used to support academic programs, facility improvements, and other higher education purposes. Unused interest income shall be reinvested in the Restricted Endowment Fund.

REAL ESTATE INVESTMENT FUND

The net proceeds from the sale or development of unrestricted real property held by the Board for the benefit of an institution shall be deposited into that institution's Real Estate Investment Fund. This fund should be managed by the individual institutions in conjunction with the Real Estate Office to consummate transactions that promote the highest and best use of CSUS land and resources. When determining the "highest and best use," an institution should consider both the short term and long term impact on an institution's mission and its programs, in addition to a transaction's potential to generate revenue. Appropriate uses of the Real Estate Investment Fund may include, but are not limited to, real estate development, real estate acquisition or real estate investments, investment in capital assets, investment in the physical infrastructure of the campus, or investment in the enhancement of the academic programs offered by the institution. Only in extraordinary circumstances, and with the Board's prior consent, shall the proceeds from the sale of real estate assets be used for purposes of funding annual operating costs not related to the long-term investments described herein.

The proceeds from real estate transactions that are funded by the Real Estate Investment Fund, less customary and reasonable expenses, should be returned to the Real Estate Investment Fund to facilitate additional transactions.

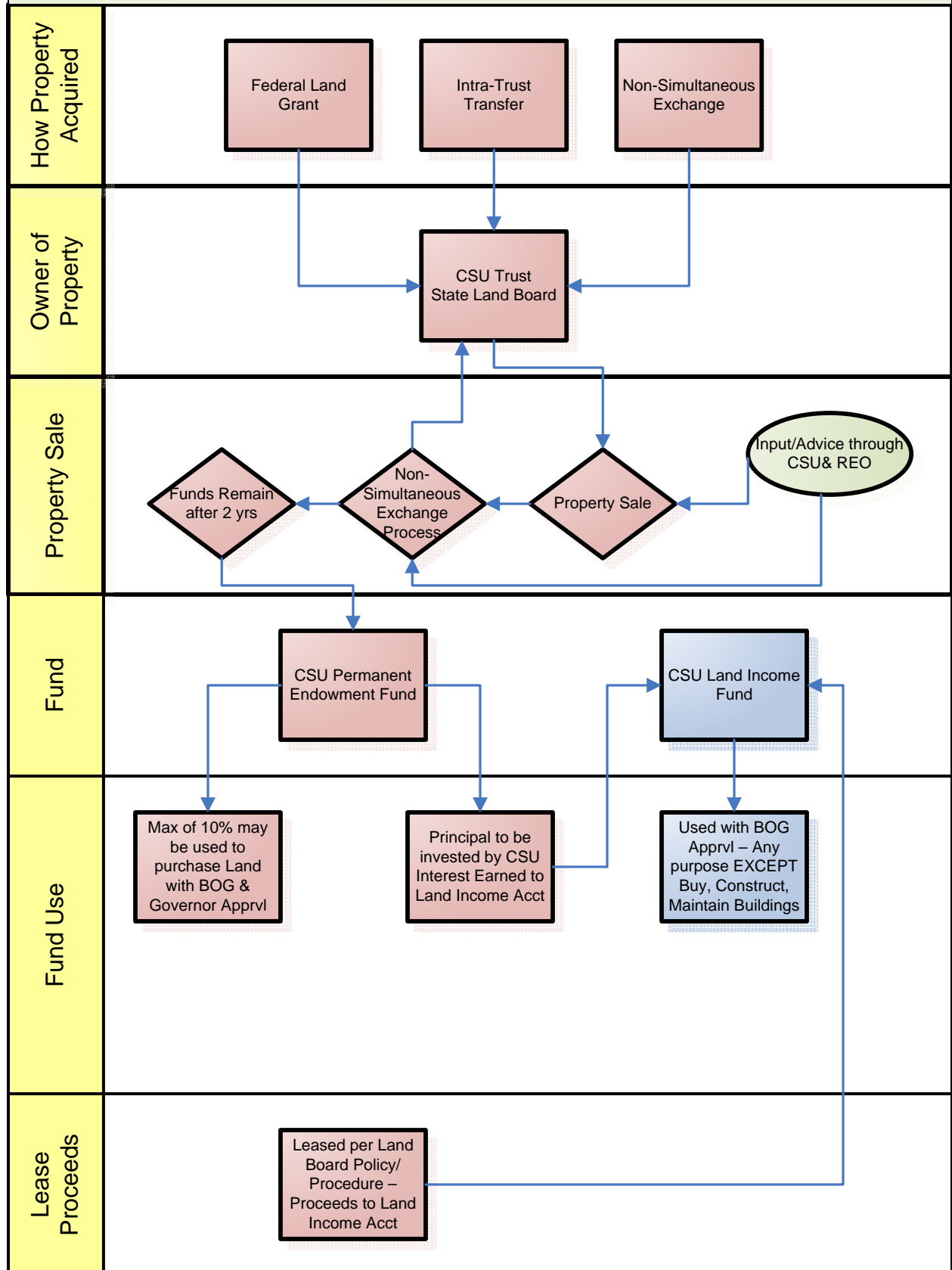
LEASED CSUS PROPERTY

Where appropriate, income generated from the commercial lease of CSUS real property, which is held for the benefit of an institution, may be deposited into that institution's Real Estate Investment Fund. For example, income generated from oil and gas leases or other leases where an institution is not required to incur significant operating or maintenance expenses may be deposited into the Real Estate Investment Fund at the discretion of an institution's President. Each institution should document all commercial leases, the income generated from each lease, and the current use and any restrictions on the use of such income to enable the President to determine how such income should be used in the future.

OVERSIGHT AND REPORTING

The Real Estate Office should prepare quarterly reports to the President and the Board, which should detail CSUS's real estate holdings, a description summarizing the sale or purchase of any real estate, a description of any real estate development transaction, an accounting for commercial lease income, and the status of the Endowment Land Fund, the Endowment Income Land Acquisition Fund, and the Real Estate Investment Fund. CSU-Pueblo, at the discretion of its President, may elect to directly report to the Board regarding such matters.

CSU Trust Lands – Revenue Proceeds



**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT COMMITTEE MEETING AGENDA
October 4, 2011**

Board Members: Scott Johnson, MaryLou Makepeace, Penfield Tate III, Eric Berlinberg

Staff: Allison Horn

1. Status of FY 11-12 Audit Plan
(Allison Horn) (10 minutes)
2. Status of past due recommendations
(Allison Horn) (5 minutes)
3. Current Audits
(Allison Horn) (20 minutes)
4. Current events of Internal Auditing office, questions from
the Committee (15 minutes)

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
STUDENT AFFAIRS COMMITTEE MEETING AGENDA
October 4, 2011**

Committee members: Patrick McConathy, Chair; Scott Johnson; Don Elliman; Eric Berlinberg, CSU-Ft. Collins Student Representative; Isaiah McGregory, CSU-Pueblo Student Representative; Alicia Houghteling, CSU-Global Student Representative; Sheila Trice Bell, Executive Secretary to the Board (assigned staff).

1. Future Calendar for Student Affairs Committee
2. Other Topics for Discussion

BOARD OF GOVERNORS
October 4-5, 2011
Colorado State University-Pueblo
Aspen Leaf Room, Occhiato University Center
AMENDED

WEDNESDAY, October 5, 2011

Continental Breakfast for the Board of Governors	7:30 a.m. – 8:00 a.m.
COMMENCE MEETING - CALL TO ORDER	8:00 a.m. – 2:00 p.m.
1. PUBLIC COMMENT	8:00 a.m. – 8:05 a.m.
2. CSU-PUEBLO PRESIDENTIAL SEARCH	8:05 am. – 9:05 a.m.
3. BOARD CHAIR’S AGENDA	9:05 a.m.-9:20 a.m.
4. EXECUTIVE SESSION	9:20 a.m. – 9:50 a.m.
5. FACULTY& STUDENT REPRESENTATIVES’ REPORTS	9:50 a.m. – 10:30 a.m.
A. <u>Faculty Reports</u>	
• CSU-Pueblo: Faculty Report (10 min.)	
• CSU-Fort Collins: Faculty Report (10 min.)	
B. <u>Student Reports</u>	
• CSU-Pueblo: Student Report (10 min.)	
• CSU-Fort Collins: Student Report (10 min.)	
6. CHANCELLOR’S REPORT	10:30 a.m. – 10:50 a.m.
7. SYSTEM REPORTS	10:50 a.m. – 11:30 a.m.
8. PRESIDENTS’ REPORTS and CAMPUS UPDATES	11:30 a.m. – 12:20 p.m.
A. CSU-Pueblo: Interim President’s Report – Presented by Julio Leon (10 min.)	
B. CSU-Global: President’s Report – Presented by Becky Takeda-Tinker (10 min.)	
C. CSU-Fort Collins: President’s Report – Presented by Tony Frank (30 min.)	
LUNCH	12:20 p.m. – 12:30 p.m.
9. COMMITTEE REPORTS AND RESOLUTIONS <i>and Working Lunch</i>	12:30-1:35 p.m.
A. Academic Affairs Committee (Dorothy Horrell, Chair) (15 min.)	
B. Evaluation Committee (Mary Lou Makepeace, Chair) (10 min.)	
C. Finance Committee (Don Elliman, Chair) (10 min.)	
D. Real Estate/Facilities Committee (Ed Haselden, Chair) (10 min.)	
E. Audit Committee (Scott Johnson, Chair) (10 min.)	
F. Student Affairs Committee (Pat McConathy, Chair) (10 min.)	

10. CONSENT AGENDA

1:35 p.m. – 1:45 p.m.

A. CSU System

- Approval of July 2011 and September 2011 Academic Affairs Committee Meeting Minutes
- Approval of August 2011 Evaluation Committee Meeting Minutes
- Approval of August 2011 Finance Committee Meeting Minutes
- Approval of August 2011 Real Estate/Facilities Committee Meeting Minutes
- Approval of August 2011 Audit Committee Meeting Minutes
- Approval of August 2011 Student Affairs Committee Meeting
- Approval of August 2011 Board of Governors Regular Meeting Minutes

- System Accreditation Policy**
- Mission Statement Policy**
- Proposed Academic Programs Policy**
- Proposed Academic Program Review Policy**
- Proposed Appellate Review of Faculty Dismissal and Designated Grievance Decisions Policy**
- Appellate Review of Decisions Concerning Competition With the Private Sector**

B. CSU-Fort Collins

- Non-Delegable Personnel Actions
- Emeritus Rank Appointments**
- Revisions to Sabbatical leave**

C. CSU-Global

- School Organization**

11. ADJOURNMENT

2:00 p.m.

APPENDIX

PLEASE NOTE in the Appendix you will find:

- Construction Status Reports
- Readings on Higher Education

***Approved for Board consideration at the September 13th Academic Affairs Committee Meeting*

Section

1

Public Comment

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Section

2

Board Chair's Agenda

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3

Executive Session

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4

CSU-Pueblo

Presidential Search

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Section

5

Faculty and Student Representative Reports

COLORADO STATE UNIVERSITY – PUEBLO FACULTY REPORT

This report covers highlights since the August 10, 2011 Board of Governor's meeting.

Presidential Search – The faculty is encouraged by the strong field of finalists who visited the CSU-Pueblo campus during the week of September 12-17, and look forward to a thoughtful but expeditious selection and hire of the next President for our campus by the BOG and the Chancellor. The faculty is most appreciative of the tireless efforts provided by all search committee members including and especially Chair, Dorothy Horrell, and our faculty representatives Jen Mullen, and Judy Baca.

Ad-Hoc Calendar Advisory Committee (CAC) – At its April meeting in 2011, the Senate received a Resolution from the Associated Students' Government to recommend that the Senate support lengthening the academic semester by one week each in the Fall and Spring semesters. The matter was postponed for consideration until the Fall semester. In consultation with the Senate President and Provost, the President formed the CAC and asked them to consider the Resolution and to make a recommendation to him on the matter of the academic calendar that would help inform his recommendation to the Board. The CAC is in the process of obtaining information concerning any need and/or desire for changing the CSU-Pueblo academic calendar. Membership includes Provost Dorhout, Catherine Finney (Classified Staff Council), Barb Painter (AP Council), Donna Wofford (Chair of Nursing), Isaiah McGregory (ASG), Rafeal Elliott (ASG), Margie Massey (Faculty Senate, Vice President), and Lance Gentry (Faculty Senate, President).

Committee efforts to date include benchmarking peer institutions (using several lists of suggested peers), contacting accreditation agencies, and obtaining input from campus stakeholders through campus forums and an online survey. The CAC is to deliver recommendations to the President by the end of October. Given this timeline, the CAC has allocated September for data collection and analysis. If there exists a compelling need (or desire) for more instructional contact hours, the CAC will investigate options for implementing this change and conduct a second round of surveys. If no compelling need or desire for change is found, the CAC will submit a recommendation for no change. Results from the campus survey and forums are expected to be compiled and available by early October. Recognizing that the BOG must approve the academic calendar each year, the CAC thanks the BOG for their interest in the Resolution, and is receptive to any additional input or informational resources the BOG wishes to contribute.

Faculty Union – The CSU-Pueblo Faculty Senate has not been engaged in discussions of unionizing the faculty in any official meetings beyond what is captured in the draft meeting minutes for the September 5th meeting (please see below). There does exist however a number of concerned faculty who are scheduling off campus meetings to discuss issues related to the relationship between administration and faculty with the desire for unionizing the faculty. Fliers were circulated inviting faculty to attend an

organizational meeting (Pueblo Steelworkers Union Hall, September 22, 2011) to explore creating a chapter of the Colorado Federation of Teachers.

FACULTY SENATE MEETING MINUTES (draft, 9/5/2011)

After the retreat, Dr. Gentry was approached by the faculty member attempting to organize the union. The purpose of the union is to send a message to administration all the way up to CSUS and to provide a forum for the faculty voice. Dr. Gentry pointed out that this is the function of the Senate, but the faculty member indicated that he was looking to create a body that could not be removed by the BOG. His concerns include budget specifically faculty compensation and income allocation, the administration-driven honors program, and the administration-driven calendar issue. Dr. Gentry clarified that the latter issue was student driven. The faculty union organizer also inquired as to whether Senate would remain neutral on this issue. Dr. Gentry asked if anyone wanted to discuss this. No one so desired, so Dr. Gentry stated this would be the last union discussion until or unless the Senate was requested to put it on a future agenda.

HLC Accreditation – In anticipation of the 2016 HLC accreditation visit and in response to changing HLC policies, the Provost sent a team of CSU-Pueblo faculty, staff and administration to attend an informational meeting of the Higher Learning Commission in Colorado Springs, CO. The HLC is in the process of transitioning institutions from the previous PEAQ process (Program to Evaluate and Advance Quality) to a new “Pathways” process. The change will require that CSU-Pueblo develop for submission to HLC by 2012-13, a Quality Improvement Project. Assistant Provost, Erin Frew, informed the Senate that the project needs to be approved by the BOG by February 2012, thus she encouraged strong involvement of the Faculty Senate in the discussion and identification of the priorities for the project and subsequent plan for improvement.

Student Evaluations of Teaching – Faculty have expressed concern regarding the current process being used to gather student opinions of teaching effectiveness and the use of that information in the evaluation of teaching quality for the purposes of annual performance review (APR), promotion, tenure and post-tenure review. The university adopted an online tool for collecting student feedback a number of years ago. Student response rate has been consistently low using the online tool. Thus there is poor reliability of the student opinions of teaching effectiveness being gathered and used for the purpose of instructional improvement, and evaluation of faculty. The problem is further exacerbated when there are cases in which no other methods of assessing teaching quality (e.g. peer review) are used in the evaluation of faculty. The lack of complementary teaching evaluations within departments, beyond the student survey tool, is in violation of language in the Faculty Handbook. This concern was addressed as one of many recommendations coming from the final report from the Academic Excellence Committee (AEC).

The Faculty Senate has seated two different committees since 2008 to address the problem of using the online tool for gathering student feedback. A report was delivered to the Senate in February of 2010. The Senate did not act on the report as faculty were divided in their support for the online method of gathering student opinions. In 2008,

administration communicated a desire to continue using the online method due to cost savings versus the alternative method. A second ad-hoc Senate committee completed its work during academic year (2010-11) with no definitive resolution communicated by the committee. The Provost has been in communication with the Senate on this issue. Further research is needed to examine the cost benefit analysis of using traditional (paper/pencil) and online methods. Faculty and administration will also need to address, as a high priority, the broader issue of policies and practice used in the assessment of teaching quality using a variety of measures. The Senate will be hosting a special session in October to review the status of student evaluations of teaching and to vote on a faculty recommendation concerning this issue.

Peer Institutions – During the 2010-11 academic year, the CSU-Pueblo faculty identified a new set of peer institutions. The purpose of the exercise was to identify a set of institutions that better reflected our institutional size, mission, and breadth of academic programs, including and especially those that undergo external accreditation. Criteria that were used in the selection process included enrollments (undergraduate 4000-9000; graduate 200-2500) and public control. These criteria generated 129 institutions from the IPEDS data base. This list was further refined with selection criteria in which institutions were eliminated if they did not have AACSB accredited business, nursing, and engineering programs. Other criteria included omission of institutions that offered AA/AS degrees, had an ACT 25th percentile composite below that of CSU-Pueblo (<18), and/or awarded more than 50 doctoral degrees in 2009. The selection resulted in 12 institutions. The peer set was instrumental in providing meaningful benchmarks for measures of faculty productivity in scholarly activities (e.g. publications, grants; Scholarly Activities Board), student, faculty and program quality (e.g. retention, graduation rates; Academic Excellence Committee), budget allocation (e.g. percentage allocated for instruction; Budget Board), and faculty compensation (Faculty Compensation Committee). The faculty is very pleased to see the Academic Affairs Committee of the BOG moving forward with a selection process for a new set of peer institutions, using similar selection criteria identified as important by the CSU-Pueblo faculty.

7th Annual Science and Mathematics Student Research Symposium – CSU-Pueblo hosted the 7th Annual Science and Mathematics Student Research Symposium as part of its' Homecoming Week festivities. The Symposium was held on September 23rd and included 17 poster presentations and 3 oral presentations by 23 students pursuing B.S. and/or MS degrees in science, mathematics, business, psychology and/or engineering. Several students are enrolled in the popular 3+2 program whereby B.S. science degrees are earned with MS degrees in Biology, Chemistry, or Biochemistry, in 5 years. The keynote speaker for the event was Dr. Michael Tamkun, Professor in the Department of Biomedical Sciences at Colorado State University – Fort Collins. The student research fellows who completed projects with CSU-Pueblo faculty advisors have been supported by a number of internal and external grants and programs. These include the CSU-Pueblo Summer Undergraduate Research Program (student fee), the American Chemical Society (Project Seed and Colorado ACS Section), National Institutes of Health (NIH AREA and Puente grants), the American Heart Association, and the City of Pueblo.

Research topics presented include key areas at the forefront of basic research, as well as, applied research in the Pueblo community. Presentations included research in nanotechnology, biofuels/renewable energy, water quality of the Fountain Creek and Arkansas River, and impact of deleterious compounds in the environment. The program was expanded to include presentations from research projects completed by business, psychology, and engineering majors.

Student engagement in research with faculty is known to be a critical component of their learning and future success in gaining employment and acceptance into competitive professional and graduate programs. CSU-Pueblo faculty and students are to be commended for their scholarly efforts and participation in this celebration of student learning, which jointly advances disciplinary knowledge and our value to the Pueblo community.

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

October 4-5, 2011, Pueblo

The Faculty Council (FC) committees submitted annual reports (2010-2011) during the summer which were reported to the FC at its September meeting (9/6/11). The 11 standing committees (involves 100 faculty) and one advisory committee (Committee on Special and Temporary Faculty involves 9 faculty) reported holding nearly 200 meetings during the academic year, with a range from 8 to 30 meetings. Fewer meetings are held by those committees making recommendations to operations of a unit (e.g., Committee on Intercollegiate Athletics; Committee on the Libraries), to those considering complex issues and policies (e.g., Committee on Teaching and Learning) or curricular proposals and issues (e.g., Curriculum Committee). Each college and the libraries have a representative, elected by the Faculty Council, on each of the standing committees. The Committee on Special/Temporary Faculty (new in 2010) has designated membership consistent with representation of its constituents.

Major considerations of each committee (does not include items that came forward to the Board in 2010-11):

Executive Committee: liaison among the committees, the administration, and FC, establishes the FC agenda, evaluates University officers, establishes calendar, approves honor degree nominations, receives regular reports from the Provost/Executive Vice President; Board of Governors Faculty Representative; FC Chair

Committee on Intercollegiate Athletics: Reviewed student-athlete survey and met with students for an open discussion, up-dated a handbook to assist coaches to identify academic faculty willing to meet with recruits with guidelines for complying with NCAA regulations, explored strategies for recognition of class/exam absences for school sponsored events

Committee on Libraries: Reviews facility, resources, services (e.g., archiving, collections administration, e-books) and funding models

Committee on Responsibilities and Standing of the Academic Faculty (CoRSAF): Worked on numerous manual policies; analyzed and reviewed survey of the grievance process

Committee on Scholarship, Research and Graduate Education (CoSRGE): reviewed items related to the *Graduate and Professional Bulletin* (online document), revisions to and new graduate programs, requests for individual student's graduate committee members

Committee on Scholastic Standards: Reviewed individual students' retroactive withdrawal requests (circumstances preclude completing the term satisfactorily or requesting a withdrawal, is request is to have grades replaced with 'Ws'), 279 students submitted appeals for 392 terms--183 terms granted (47%), 209 terms denied (53%); and academic (scholastic performance), 206 received—90 (44%) approved, 95 (46%) denied

Strategic and Financial Planning Committee: Received and had input to periodic FY12 budget reviews; reviewed proposals for center, institutes, and other special units (CIOSUs), new degrees and their funding mechanisms, new program changes, and a new department

Committee Teaching and Learning: Reviewed proposed learning management systems; class scheduling; student course surveys; add/drop dates; pass/fail policies

Committee on University Programs: Reviews CIOSU applications (7), name changes (2), and biennial reports for approximately one-half of the existing CIOSUs for renewal (44), non-renewal (2)

University Curriculum Committee: Reviewed 738 course proposals—108 new courses; 213 program proposals—28 new programs; additional of courses to All University Core Curriculum (AUCC); program and curricular issues

Committee on Special and Temporary Faculty: Reviewed faculty issues forwarded for action

FC agenda in September: Completed filling faculty membership on FC standing committees, elected faculty to the Sexual Harassment Panel, these are 3 year terms

Receipt of University Grievance Officer's (UGO) report (based on calendar year 2010): The UGO dealt with 5. The number of cases is trending down attributed to a number of factors from improved work climate, work of the University Ombuds and Employee Relations unit, and absence of salary increases among others.

Discussion with Provost Miranda about the INTO University Partnership.

Pending actions at FC October (10/4) meeting:

Preface to the *Manual* (follow-up from June Board meeting)

Election of undergraduate (nominated by ASCSU) and graduate students (nominated by Graduate Student Council) to FC Committees: Intercollegiate Athletics; Libraries; Scholarship, Research, and Graduate Education (grad student only); Teaching and Learning; University Programs; Curriculum

Approval of degree candidates (December graduation)

Section K of the *Manual*: Medication, Grievance Procedures and Review Processes

Discussion with Hunt Lambert, Director, Division of Continuing Education per DCE's strategic plan

Carole J. Makela

Faculty Representative to the Board
Colorado State University
makela@cahs.colostate.edu

Student Representative's Report

Colorado State University-Pueblo

School Begins

In preparation for the incoming class, many departments on campus were busy setting up for convocation week. During the week, CSU-Pueblo experienced a record number at student events. The Keynote Speaker for the week was gold medal winner, Bruce Jenner. I had the opportunity to speak at Staff Convocation, and at Student Convocation. As of now, the residence halls are reaching maximum capacity.

Southeast Asian Memorial Task Force

The Veterans of Pueblo, Colorado are gathering to put together a ceremony to celebrate all fallen soldiers from Colorado during the Vietnam conflict. CSU-Pueblo, in conjunction with the city of Pueblo, will renovate the current memorial that is dedicated to the fallen during that time. In 1969, the students of Southern Colorado State College, which is now CSU-Pueblo, built this memorial in memory of the soldiers from Pueblo who fought and died. Now in 2011, we will revamp it, and include all Colorado soldiers here in Pueblo, "The Home of Heroes."

Financial Aid Disbursement Date

In an effort to address the issue of financial aid disbursement, a committee will be formed to report to students and administration on "why" or "why not" the date for disbursement should be changed. This committee will be charged to obtain the following:

- Best practices of other universities;
Including but not limited to discovering normal disbursement date, and how they prevent students from misusing money;
- Benefits of a late disbursement date;
- Benefits of an early disbursement date;
- Survey the general population on campus
Determine the effect on students and administration

New Student Center

Discussions are ongoing concerning the functionality of the new student center. New discussions have begun in regard to the use of the Occhiato University Center. A survey will be administered to students to get their opinion on what kind of building they want, and what amenities they would like it to have.

Academic Calendar

Further discussion regarding the possibility of extending CSU-Pueblo's Academic Calendar continues. In the last academic school year, ASG suggested that the academic calendar be lengthened. After the new ASG administration obtained their office, the question was raised if students, faculty and staff were truly in favor of this change. A committee has been formed that consists of two student representatives of which I am one, two faculty representatives, and two classified staff representatives. The committee has been charged the task of first finding out if there is a desire for change. If it is found that people want a change, the committee will look into finding out what kind of change people would like to see.

ASG Forums

In a new initiative to have more interaction between ASG and the students, monthly forums will be held to allow students to voice their opinions, concerns, and feedback to ASG. These forums are to be strictly student-to-student interaction, in hopes of putting students in a comfortable position to speak freely.

Special Projects

ASG would like to change the way "University News" is presented to the campus. It has been a big problem since most students do not check their campus email and don't always see the Howl. We will be looking into creating a script for a video newscast to show how "easy" it is for a student to become informed. It will be filmed, and edited to fit our campus' IT standards. The idea will be presented to the CSU-Pueblo Today for overall management. Some ASG suggestions are for the news to be:

- Geared towards campus/university news, not world news
- Approximately 10-12mins/including important upcoming events (such as the Academic Calendar Forum/Survey) and presenting "ice cream social" as last week's info (quick) Athletics Section w/ highlights, clips, interviews, etc. (coaches/players/fans/honorary guests)
- Uploaded weekly to the CSU-Pueblo T-Wolf Student Portal
- Uploaded by 7:30am, (8am at the latest) every Monday throughout the academic school year, to stay up for one week, and to be archived for future viewing use.

A good example of how we would like to model this project can be found at:

<http://www.ut10news.com/newscasts.html>

Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Report Item

Presidential Candidates

I had the privilege to meet and speak with all three of the CSU-Pueblo presidential finalists. I feel, the applicants are extremely qualified and would be a valuable asset to this campus and community.

Student Fee Governing Board

Student Fee Governing Board (SFGB) has been meeting on a weekly basis since the Fall 2011 semester began. During the first couple of SFGB meetings, members discussed moving the Career Center from E&G monies to student fees at the request of the President. After countless hours of research and discussion, the SFGB voted 4-1-3 to move the Career Center from E&G monies to student fees. The "yes" vote will result in a \$1.37 fee increase for FY 13. After the vote the SFGB chair met with me to assist in creating a strategic plan for student fees.

The chair is concerned that the overall fee level for Colorado State University-Pueblo is beginning to creep up to the third highest fee level in the state. The SFGB has also been working on creating more detailed explanations of Department, Program, and Course Fees per faculty request. The call for Department, Program, and Course Fees will be sent out to the campus community around the first of October and are expected back around the first of December. SFGB will meet with each fee funded area to review operation and budget usage for FY 2010-11.

COLORADO STATE UNIVERSITY-FORT COLLINS STUDENT REPORT

Eric Berlinberg
October 5, 2011

A. ASCSU OPERATING BUDGET

A. ASCSU RECEIVES HIGHER THAN ANTICIPATED REVENUE

As fall student fee revenue comes in, the increase in student population on campus results in increased revenues, above and beyond anticipated budgets. ASCSU has planned for these additional monies, and will be adding additional programs, events, and one-time reserves as we see fit.

Student Fee Assessment –

Full Time – Fall/Spring – On Campus - \$35.92

Full Time – Summer – On Campus - \$38.81

Full Time – Summer – Off Campus - \$22.85

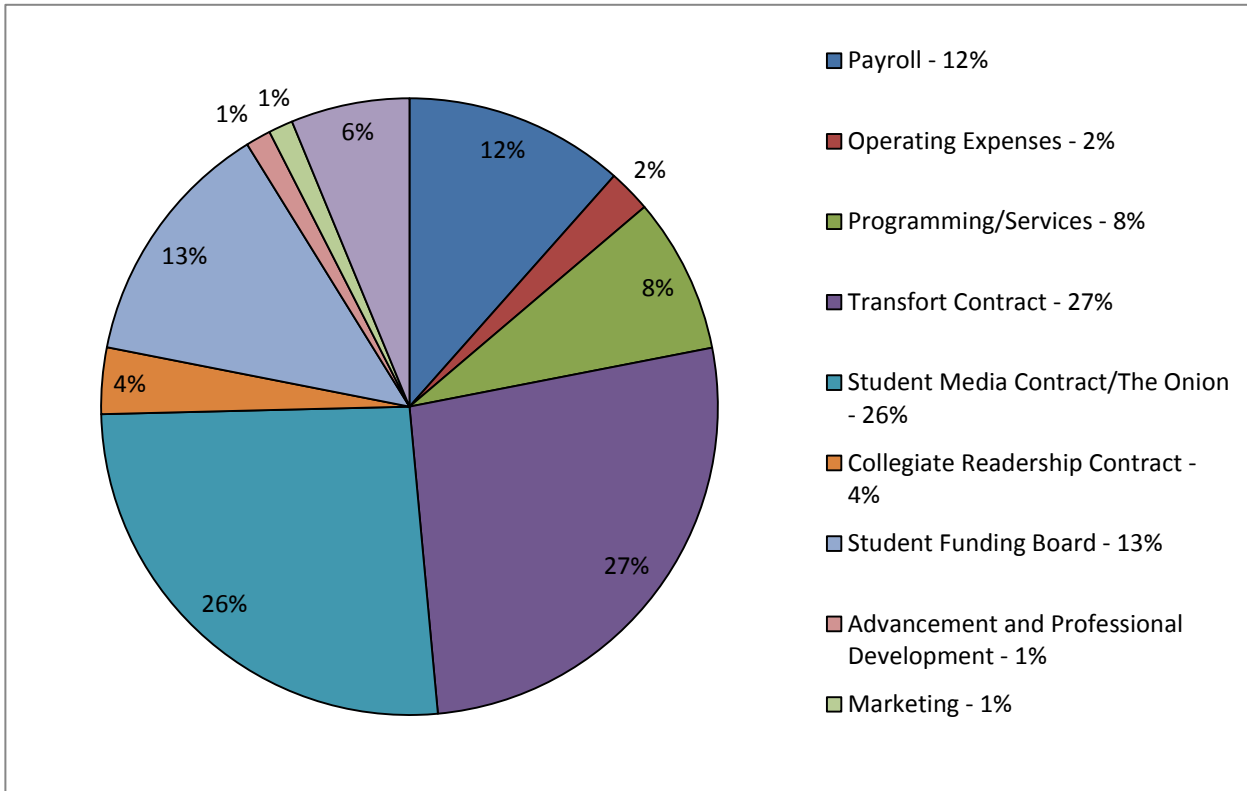
Full Time – Summer – PVM Senior - \$23.95

ASCSU Annual Allocations

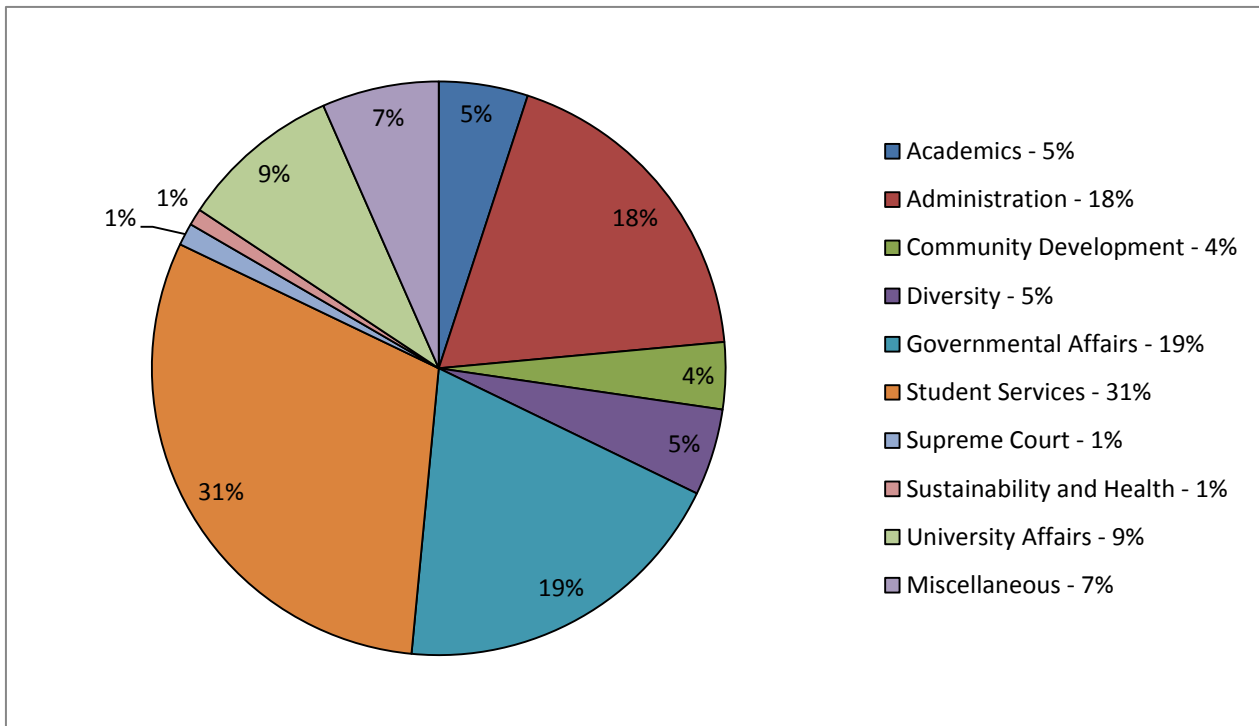
Category	Budgeted Amount
Payroll	\$225,768.00
Operating Expenses	\$43,887.00
Programming/Services	\$159,335.00
Transfort Contract	\$520,000.00
Student Media Contract/The Onion	\$510,000.00
Collegiate Readership Contract	\$68,000.00
Student Funding Board	\$256,000.00
Advancement and Professional Development	\$25,811.00
Marketing	\$25,000.00
RamRide	\$121,668.00
Total - FY12	\$1,955,469.00

Revenue – FA11:	\$904,469.97
Rollover – FA11:	\$115,705.02
Total – FA11:	\$1,020,174.99

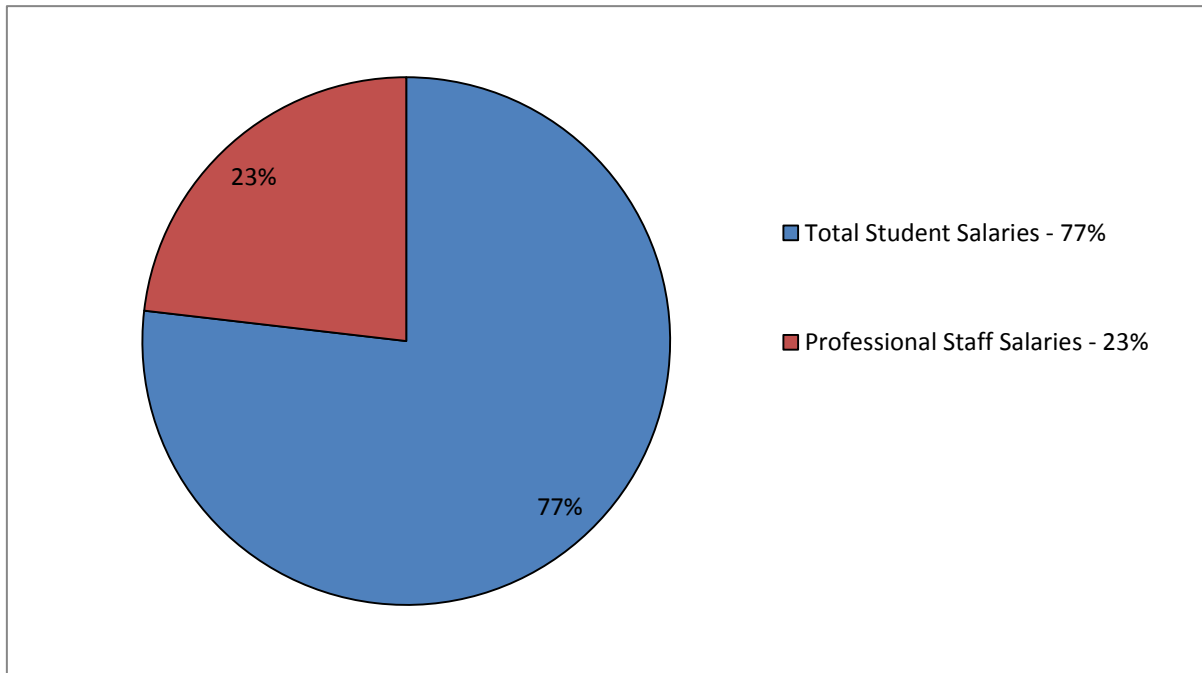
ASCSU Operating Budget – Fall 2011



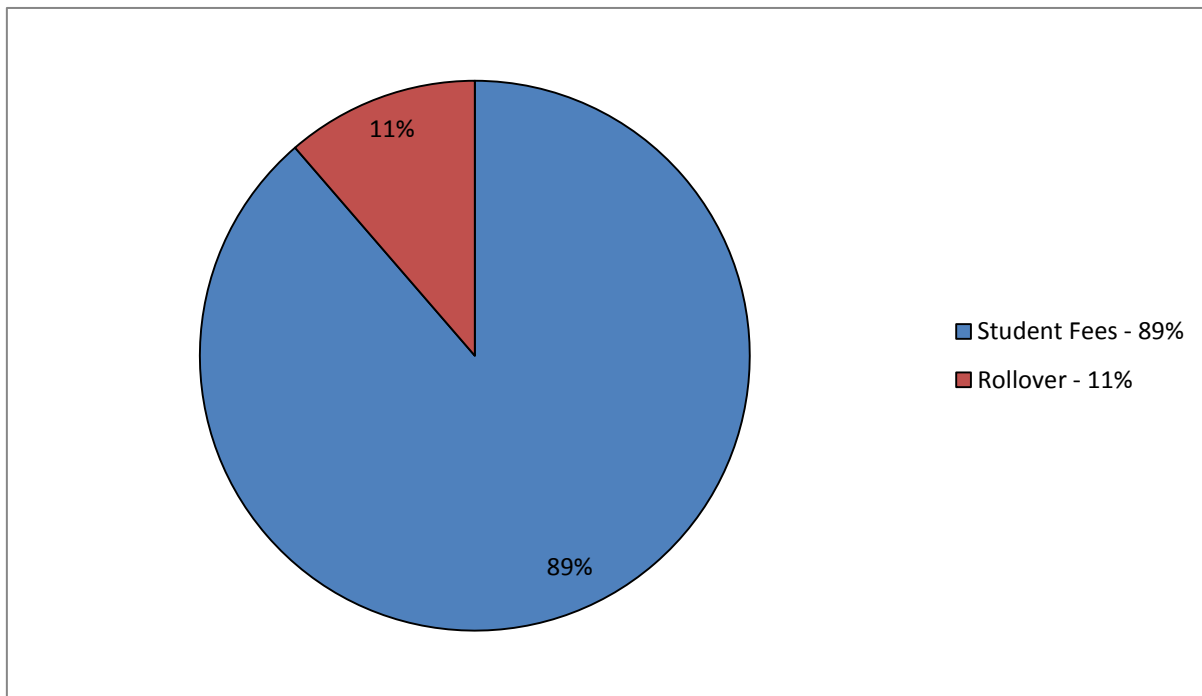
ASCSU Executive Branch Program – Fall 2011



ASCSU Payroll (All 3 Branches) – Fall 2011



ASCSU Revenue – Fall 2011



B. GOVERNMENTAL AFFAIRS

A. ASCSU'S RESPONSE TO THE RAMS POINTE POOL PARTY

After the events of the Rams Pointe Pool Party on Saturday, August 27th, ASCSU felt the need to respond to the significant amount of media attention that it was receiving. It seemed clear that the student body did not grasp the ripple effect that national news such as the Pool Party can have on our institution. To help reinforce the message that students should consider the outcome of their actions, Dr. Jody Donovan, Dean of Students, and I sent out the below e-mail to all members of our campus community:

The Rocky Mountain Collegian, the daily student newspaper, wrote a fantastic editorial regarding the events that transpired that day. The editorial was referred to in the e-mail we sent out, and I have included the text of it below.

Dear Students,

Unless you've been completely off-line the last few days, you're probably well aware of what happened last weekend when a local apartment's pool party drew more than 3,000 people, leading to four CSU student arrests and multiple people needing treatment for dehydration and overconsumption of alcohol.

If you haven't read yesterday's student editorial in The Collegian, "Don't Pass Out in the Pool" (<http://col.st/q3KdKe>), you should give it a look.

We know the vast majority of CSU students didn't cause any problems for anyone last weekend--unfortunately, no one posts YouTube videos of people studying in the library or hiking in the mountains. On the other hand, there's plenty of video of the pool party, and it's clear the size of the crowd and the level of alcohol consumption involved put participants at risk and created a major disruption for local law enforcement and neighborhoods.

We're glad that, for most of our students, the party ended peacefully and safely. We also need to make it clear that, at the end of the day, you as students are responsible for your decisions and your behavior. If you cross the line, there are consequences both under the law and the student code of conduct. (You don't have to be charged with a crime to face a student conduct violation.) Large crowds can get out of control very quickly, particularly when alcohol is involved, and if that happens, even bystanders can find themselves facing very serious legal problems.

To paraphrase the words of our student editors: The party may be totally awesome, but it isn't worth risking your education or CSU's reputation. Take care of yourselves and others, represent CSU well, and make responsible choices.

Dr. Jody Donovan
Dean of Students

Eric Berlinberg
President of ASCSU

Our View: Don't Pass Out In the Pool – By the Collegian Editorial Board, 8/30/11

Any time 3,000 shirtless, steroid-influenced bros, scantily clad freshman and beer-guzzling hooligans come together in a hedonistic celebration of summer at an apartment complex pool, the laws of physics mandate that trouble is soon to follow.

And that's precisely what happened this Saturday at the annual Ram's Pointe Welcome Back party, when alcohol-fueled debauchery led to 10 ambulance calls, assault charges and a triage area for those who took the fun a bit too far.

Hmm, it's such a mystery why many Fort Collins community members hate students.

While the apartment complex deserves its share of blame for providing the venue and not being prepared for what happens when thousands of drunk students party together, it's still CSU students who are at fault for ultimately letting the party get out of hand.

A word of advice, CSU: Partying is fun, but don't be drunken idiots. And please, for the love of God, have a little bit of common sense.

It doesn't take a genius to know that it's probably a bad idea to start a fight in the middle of a giant sea of people, and pounding 30 beers before 3 p.m. is never a good decision. And when you arrive at a party and see that stuff is going downhill, leave. Don't contribute to the disaster area.

The first weekend back on campus is an opportunity to make a good first impression, and on Saturday, we blew it. The Rams Pointe pool party perpetuated every negative college student stereotype there is, and it will make it that much harder to gain back any respect.

After all, the party may have been totally awesome, but it probably wasn't worth risking our reputation over.

B. ASCSU LEADS EFFORT TO EXPAND PARTY REGISTRATION PROGRAM TO YEAR-ROUND

Colorado State University, ASCSU and the City of Fort Collins have teamed up to launch an innovative program to address noise complaints. Party Registration offers CSU students and Fort Collins community members the ability to register their party at Off-Campus Life and possibly avoid fines. Should a noise complaint be received by Fort Collins Police Services, the registered party host will be contacted by Dispatch phone call and will be given a "verbal" warning to break up their party within a 20-minute time frame. If a second noise complaint is received after the twenty-minute grace period, the police will send an officer to the residence to deal with the noise. Led by ASCSU, a strong partnership between the Off-Campus Life Department, Fort Collins' Neighborhood Services, and Fort Collins Police Services, the Party Registration Program will be offered year round for Fort Collins. ASCSU funded the expansion of this service from two months out of the year to all 12 months.

C. "THE GROVE" STUDENT HOUSING PROJECT APPROVED

"The Grove" student housing project proposal will bring a 612 bed complex to the CSURF-owned land just south of main campus on Centre Avenue. After a tough approval process from Fort Collins Planning & Zoning Board, the project was finally approved. ASCSU was instrumental in the lobbying efforts of this project being approved, through our Governmental Affairs department and tremendous support from students in our organization. The new student housing project will bring low-cost, close proximity and

energy efficient living to students. “The Grove” project approval is a large and positive step toward solving the student housing issue in Fort Collins.

We will be looking to collaborate with other leaders from across the state as we look for solutions to the challenges facing higher education. This is a critical time in the history of our institution and we hope to be involved in all ways possible to fight for the future of higher education in the State of Colorado.

C. RAMRIDE

A. RAMRIDE PROGRAM EXCEEDS 140,000 PATRONS

The RamRide program, Colorado State University’s safe ride program, has achieved record-breaking numbers of patrons driven home safely, as well as volunteers for the program. RamRide drove its 100,000th student home on October 24, 2009, on its sixth birthday. In the past two years alone, RamRide has safely driven home over 40,000 students, marking an increase of nearly 20 percent. The increase in ridership is attributed to additional support for the program across campus, from CSU’s Transportation Services department, to additional advising support in the Division of Student Affairs, to the increased awareness from law enforcement agencies in the area, and support from the local community.

B. RAMRIDE SEES INCREASED VOLUNTEER BASE

Beginning this year, ASCSU positioned itself to operate nine vehicles on Thursday evenings, and 20 vehicles on Friday and Saturdays, marking a 50 percent increase on Thursdays, and a 33 percent increase on Fridays and Saturdays. It takes 115 student volunteers to operate the RamRide program every weekend, and we have seen an increased demand for volunteers interested in giving back to help keep their fellow students safe.

C. RAMRIDE SEES LOWEST AVERAGE WAIT TIME IN HISTORY

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

RamRide Ridership – As of September 16, 2011					
Year	# Cars Thursdays	# Cars Fri/Sat	Avg Wait Time	Total # Rides Given	Total People Transported
2011-2012	9	20	47 mins	951 (YTD)	2,847 (YTD)
2010-2011	6	15	95 mins	7,383	22,668
2009-2010	6	13	109 mins	7,458	25,330

D. POSITIVE IMPACT – FIRST POINT OF CONTACT AT HOME FOOTBALL GAMES

The Positive Impact program is a service operated out of the RamRide Department of ASCSU, which was founded in 1991 after rowdy fan behavior caused the University to consider ceasing beer sales at Hughes Stadium. As a compromise, ASCSU created Positive Impact to provide the first level of intervention with student fans at home football games. The program strives to encourage responsible behavior among student fans, especially when alcohol is involved. Positive Impact targets tailgating prior to the game, and aids in the enforcement of event policies during the game in a positive manner.

D. RAMWELCOME

A. RAMWELCOME KICKS OFF ANOTHER ACADEMIC YEAR

At the convocation of the 2011-2012 academic year, thousands of incoming, transfer, and international students packed Moby Arena to attend the yearly University Welcome. The annual RamWelcome festivities were a celebratory kick off of the academic year at Colorado State University. With record attendance, student feedback to the event was nothing but positive. Students say that RamWelcome is one of the many events they will remember about their college career after they graduate.

E. ROCKY MOUNTAIN SHOWDOWN

A. ASCSU WINS HALFTIME FOOTBALL TOSS AGAINST CU BOULDER PRESIDENT

During halftime of the Cinch Jeans Rocky Mountain Showdown, Andrew Yoder, Tri-Executive President of the University of Colorado at Boulder Student Union, and I went head-to-head in the “Halftime Dr. Pepper Challenge.” The challenge was a football toss, to see which student body president could sink the most footballs into a large Dr. Pepper can in 30 seconds. After a tough competition, ASCSU took home the victory once again as the winner of the halftime event. As a result, \$5,000 in scholarship money was awarded to CSU.

B. ASCSU AND UCSU PRESIDENTS CALL FOR GOOD SPORTSMAN-LIKE SPECTATORS

The week leading up to the most anticipated game of the year, Tri-Executive President of the University of Colorado Student Union Andrew Yoder and I sent out a joint letter to our respective campuses to remind students to act with integrity and be good spectators. The message was intended to show that their student leaders are crossing the lines of rivalry to display our spirit of healthy competition. The full text of the joint letter can be found below.

Dear Students of Colorado State University and the University of Colorado,

This weekend at 11:30 a.m. on national television, one of the state's most celebrated and anticipated rivalries will take place at Denver's Sports Authority Field, marking another year of tradition in college football for CSU and CU. The Rocky Mountain Showdown is an intense competition between two of Colorado's greatest universities and their proud student bodies.

With the intense rivalry in the Rocky Mountain Showdown comes the risk of disrespectful fan behavior and unsafe pre- and post-game practices. Leadership from both universities have been working to ensure a safe environment so all fans may enjoy the game. As the leaders of our respective student governments, we want to urge students from both schools to be aware of the consequences of your actions. One irresponsible act can hurt more than just a college career: that act can harm the well-being of those around you, damage the reputation of your university, and perpetuate the negative image of college students in Colorado. It may also impact your academic standing with your university.

When our teams go head-to-head on Saturday, let's remember that while our schools compete both on and off the field, together we represent students of higher education and must act with sportsmanship and class. In the spirit of healthy competition, we encourage both sides to show their school pride with passion and enthusiasm in a respectful and responsible manner.

The Rocky Mountain Showdown is a proud tradition in Colorado. Show the nation your school spirit, be safe, and demonstrate the values our student bodies stand for.

Act with integrity and good sportsmanship, and enjoy the game,

Eric Berlinberg, President, ASCSU, Colorado State University
Andrew Yoder, Tri-Executive, UCSU, University of Colorado

F. SENATE SUMMARY

The ASCSU Senate acts as the "Voice of the Students" at Colorado State University. Thus far, Senate has received legislation focusing specifically internally on the organization.

- A. Bills Passed-**
 - i. Bill #4101 – Student Funding Board Bylaws**
- B. Resolutions Passed-**
 - i. Resolution #4101 – Senate Bylaws**
 - ii. Resolution #4102 – "Get Your Green On" Campaign Endorsement**
- C. Ratifications Approved-**
 - i. Voting Members of the Student Fee Review Board**
 - ii. Voting Members of the Student Funding Board**
- D. Associate Justices of the ASCSU Supreme Court**

G. STUDENT ADVANCEMENT PROGRAMS

- A. ASCSU HOSTS ALUMNI-PARTICIPATION EVENT FOR KEY STUDENT LEADERS**

On Wednesday, September 7, 2011, Dr. Tony Frank, Dr. Blanche Hughes, and Brett Anderson spoke at an All-ASCSU event, discussing the importance of alumni participation and alumni giving on campus. ASCSU is trying to figure out how we can help instill the idea of philanthropy and giving to current students, so that when they graduate, they will know that it is important. Brett Anderson gave a fantastic presentation on the Campaign for Colorado State, alumni participation trends, ways to get involved as an alumnus, etc. The students provided ideas to the University leaders present about how to entice students to donate and get involved. As the current stewards of the student body, it is our duty to do our part in instilling a philanthropic mindset to the student body so they are prepared for when they graduate.

B. ASCSU COORDINATES TRADITIONS COUNCIL WITH CSU EVENTS AND CONSTITUENT ENGAGEMENT

ASCSU is also working with the Office of CSU Events and Constituent Engagement, in conjunction with the Alumni Association, to formulate a new group to help bridge Alumni with current students. These discussions have also begun focusing on how to instill a sense of tradition with current students, the moment the set foot on campus.

H. STUDENT FEE REVIEW BOARD

The Student Fee Review Board (SFRB) is the fully student driven board that annually reviews and approves student fee requests by departments. In the fall, student fee-funded departments present their respective areas to SFRB, explaining how their office is set up, and what their current funding looks like. In the spring, the departments return to SFRB to request funding for the following fiscal year, whether an increase, decrease, or no change. The board analyzes their request in comparison to their cash reserves and anticipated expenditures prior to approving the allocation.

This past spring, the student body voiced their interest in proposing an added student fee to support Interpersonal Violence Response on campus. The proposal made it through the SFRB process, and was ultimately approved by the Board of Governors in June of 2011. Last fall, the process by which new fees can be added has been modified to ensure a higher level of scrutiny on the process to prevent student fees from backfilling decreased budgets. Additional measures have been put into place this year to ensure higher level of accountability and scrutiny on new fee proposals, to ensure student fees are truly fees for service.

I. STUDENT SERVICES

A. GRILL THE BUFFS PEP RALLY PEPS CSU STUDENTS FOR SHOWDOWN

The annual Grill the Buffs Pep Rally kicked off the highly anticipated Cinch Jeans Rocky Mountain Showdown for the 2011-2012 year. Started in 2006 by former ASCSU Vice President Sadie Conrad, Grill the Buffs is a pep rally where we set up grills on the LSC Plaza and hand out 2,000 buffalo burgers to students. The CSU marching band, cheerleaders, student athletes, coaches, and folks from all around the University attend to get excited about the upcoming Rocky Mountain Showdown, and prepare to cheer on our CSU Rams.

B. ANNUAL FOR-EVER-GREEN T-SHIRT TRADITION EXPANDS

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

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

Incoming students (freshman, transfers, international) all receive a For-Ever-Green t-shirt in their rooms during RamWelcome, and are encouraged to wear them during the festivities of that weekend.

C. SEAN KINGSTON AND B.o.B. PERFORM ON THE WEST LAWN

Sean Kingston and B.o.B. performed on the CSU West Lawn on August 26, 2011, with 5,241 tickets sold to CSU students/faculty/staff, and Fort Collins community members. ASAP, the student programming board on campus, planned and executed the entire concert. This performance was the first concert held outdoors since Common performed in 2007.

J. SUSTAINABILITY

A. COLORADO STATE RECEIVES HIGHEST "STARS" RATING

Sustainability Tracking Assessment Rating System allows colleges across the nation to evaluate the sustainability performance of their campus. Colorado State received a Gold rating with a score of 77.73. The highest reported score thus far. Education and Research regarding sustainable methods and practices, along with the planning and the engagement of the campus on sustainable efforts have all attributed to our score.

B. UNIVERSITY AFFAIRS

A. COLLEGIATE READERSHIP PROGRAM SEES RECORD PICKUP RATES

The Collegiate Readership Program provides complimentary copies of The Denver Post, The New York Times, and USA Today to students on campus. Funded by ASCSU and coordinated through USA Today, the service has seen significant growth thus far this fall. ASCSU coordinated the re-distribution of pickup locations across campus to be more convenient and accessible.

Collegiate Readership Program Pickup Rates

Year	USA Today	Denver Post	New York Times	Total Pickup	Average Pickup per Day	Total Cost
2011-2012 (YTD)	6,075	6,214	5,785	18,074	861	\$ 8,361.80
2010-2011	35,405	41,358	36,605	113,368	741	\$ 51,783.70
2009-2010	38,438	46,663	39,586	124,687	756	\$ 54,884.50

USA Today - \$0.44/copy

Denver Post - \$0.45/copy

New York Times - \$0.50/copy

B. THE ONION KICKS OFF AT COLORADO STATE UNIVERSITY

The Onion, “America’s Finest News Source” has kicked off its distribution on campus. The satirical newspaper began its presence at Colorado State from a student-voted initiative through ASCSU. ASCSU’s strong partnership with the Rocky Mountain Student Media Corporation allows for the paper to be distributed as a weekly insert into The Rocky Mountain Collegian. There has been strong community support for the new publication, both for ad sales and excitement of the content. ASCSU is funding the licensing cost of the publication.

C. ZIPCAR CAR-SHARE PROGRAM FINDS PARKING SPACES ON CAMPUS

CSU has teamed up with ZipCar to provide a short-term car rental service on campus. The program allows students to reserve one of the vehicles parked around campus at a time convenient for them, walk up to the car, unlock it with a card, and drive on their way. Once the user is done with the vehicle, they simply return it to the space they borrowed it from. CSU’s Parking Services and the Division of University Operations was instrumental in seeing this project succeed after the students voiced their interest in the program through a student-voted initiative.

Respectfully Submitted,

Eric Berlinberg, President
Associated Students of Colorado State University

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

Section

6

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERISTY SYSTEM CHANCELLOR'S REPORT

Board of Governors of the Colorado State University System
October 5, 2011

Meetings and Events

Over the course of the last several weeks the Chancellor has been very much engaged with our universities, communities, and political constituencies:

CSU-Pueblo and Community: On August 15, the Chancellor attended the faculty appreciation reception and participated in the Fall Convocation opening the new academic year. Together with Chair Joe Zimlich, the Chancellor met with Pueblo business and community leaders and attended the Pueblo Chamber's Annual Legislative BBQ. Representing CSU, he also joined the Denver Rustlers, a group of Denver business leaders to attend the Colorado State Fair on August 30. The Chancellor also participated extensively with the Presidential Search Advisory Committee in Pueblo during the week of September 12, to meet with the three finalists for CSU-Pueblo president.

Fort Collins: The Chancellor attended the annual Ag Day festivities prior to the CSU vs. UNC game. He also participated in a joint reception with President Bruce Benson prior to the September 17, Rocky Mountain Showdown. During Homecoming weekend he served as Honorary Grand Marshall of the homecoming parade, attended the Distinguished Alumni Awards Dinner, the College of Liberal Arts donor luncheon, and the ASCSU annual reunion.

Political Constituencies: The Chancellor has met with U.S. Senators Bennet and Udall and five of the seven members of the Colorado Congressional delegation. In addition he attended Mayor Michael Hancock's Denver Public School's education compact announcement on August 25. He also hosted a lunch for newly appointed Mexican Counsel General Andres Chao and farewell reception for the Canadian Counsel General.

Governor's Education Leadership Council: The Chancellor has been appointed to this Council and has attended its first meeting, chaired by Lt. Governor Joe Garcia, on September 20. The purpose of this Council, comprised of educators, business leaders, and lawmakers, is to make recommendations to the Governor, General Assembly, and Governing Boards regarding long term improvements.

D.U.'s Strategic Issues Panel: *Rethinking Colorado's Government*. On October 3, the Chancellor attended the release of this new report at the DU campus. The Chancellor is a former member of a previous DU Issues panel.

FY13 State Forecast and Budget

On September 21, together with CFO Rich Schweigert, the Chancellor met with OSPB Director Henry Sobanet to review revenue forecast/ budget implications for higher ed. These issues were further discussed at the September 22, meeting of the Higher Ed CEO's.

Donor Development

The Chancellor has continued efforts for specific funding opportunities for the College of Business, the Engines and Energy Conversion Lab and the College of Veterinary Medicine.

Section

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System Reports

**CSU System's Strategic Plan – Year Two
October 4-5, 2011 – CSU System Report**

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

**CSU System’s Strategic Plan – Year Two
October 4-5, 2011 – CSU System Report**

Strategic Plan: Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
GOAL TWO: FINANCIAL SUSTAINABILITY			
<p>Examine new and existing financial models to expand revenue sources and seek operational efficiencies</p>	<p>The Colorado State University System will provide financial sustainability on behalf of its institutions through two approaches: thoughtful re-examination of the existing financial model and experiments to discover a new financial model.</p> <p>These initiatives will include a focus on: Revenues exceeding expenses by 3% by 2015 on the CSU System consolidated financial statement for reinvestment in strategic priorities.</p>	<p>Participate in forums with policy makers and elected officials to educate and inform them of the economic contributions of the CSU System versus their cost/investment in the system</p>	<p>Under SB10-003, the system requested authority from CCHE to raise tuition above the statutorily set 9 percent rate increase. CCHE granted the CSUS board tuition and policy setting authority, bypassing the need for legislative approval for tuition increases for the next five years.</p> <p>Ongoing meetings with legislators and JBC members on CSU System’s priorities, potential legislation and strategic interest.</p> <p>Chancellor and CSU System staff participating in DHE Master Plan development.</p> <p>Higher Education Institutions are facing a potential cut in state support of \$125M in FY 13. CSU System staff is beginning negotiations with DHE regarding future funding formula to preserve and protect the CSU System’s percentage share of state funding.</p>

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

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

CSU System's Strategic Plan – Year Two
October 4-5, 2011 – Campus Reports – CSU in Fort Collins

Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status (updates in bold)	Stretch Goals
GOAL ONE: STUDENT SUCCESS AND SATISFACTION				
Increase retention rates and persistence to degree	Fund and implement a student success plan including academic support coordinators, supplemental instruction initiatives for core courses and expanding living/learning communities to increase satisfaction and engagement in early years.	Increase freshman-sophomore retention rate from 82.5% to 85.0%; Continuous improvement in freshman satisfaction rates	Freshman-Sophomore Retention Rates: (Note: In the past, this retention study has included both full-time and part-time students in the analysis cohorts. To be consistent with state and federal reporting methodology, the cohorts were adjusted to include only full-time students defined as those enrolled in 12 or more credits in their entering term.) The numbers using the new methodology (old numbers in parentheses): FA06 to FA07: 82.5% (81.5%) FA07 to FA08: 82.8% (81.7%) FA08 to FA09: 83.6% (82.5%) FA09 to FA10: 84.6% FA10 to FA11: 83.65% At 84.6%, the one-year retention rate of the FA09 cohort is the highest in the 20 years of data reported in CSU's Freshman Retention Study.	Retention Rate Fall 2010 - TBD Fall 2011 - 85%
Increase graduation rates	Expand curricular programs via new degree programs and additional co-curricular experiential learning opportunities such as honors, study abroad, research, internships and service learning projects.	Increase new freshman and transfer student graduation rates by 0.5% per year through 2015	<i>Table is being updated—results available in November 2011</i>	Fall 2010 - 68.5% Fall 2011 - 70%

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Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status (updates in bold)	Stretch Goals
GOAL ONE: STUDENT SUCCESS AND SATISFACTION				
Learning increases (critical thinking skills and disciplinary knowledge)	Increase the size and quality of instructional staff, including tenured/tenure-track faculty, non-tenure-track faculty and graduate teaching assistants.	Score in the top quartile of peer group on the Collegiate Learning Assessment (CLA)		Fall 2010- 100 new faculty Fall 2011 - 100 new faculty
	Improve and increase learning facilities.	Number and percentage of available “smart” classrooms	92% of general assignment classrooms are technology enabled; 120 smart classrooms are now operational. This is up from 86% the previous in 2009-10.	
Increased student engagement and satisfaction	Increase curricular and co-curricular experiential learning opportunities such as honors, study abroad, undergraduate research, academic internships and service learning projects	Increase numbers of students participating in experiential learning opportunities and continuous improvement in the mean score on National Survey of Student Engagement (conducted every 2-3 years)	<p>The Office for Undergraduate Research and Artistry was established in January 2009. The number of students involved in mentored research during the 2008-09 baseline year was 1,936. That number jumped to 2,361 for 2009-2010. In 2010-11, 3,199 undergraduates participated in mentored research—a 65% increase in just two years.</p> <p>Target Honors enrollment is an additional 350 each year; 360 new students enrolled for fall 2011; total Honors enrollment is 1,410 for fall 2011. <i>Source: TILT/Honors</i></p>	

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Strategic Plan Action Steps, Metrics and Status – 5 Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status (updates in bold)	Stretch Goals
GOAL ONE: STUDENT SUCCESS AND SATISFACTION				
Post graduate success	Maintain a strong career center; increase relationships with local industries; increase internship and c-op opportunities; prepare students for post-graduate professional exams.	Increase the percentage of graduated students who report at graduation that they are employed or in post-graduate educational programs from 53% to 67% by 2015; <i>Source: Alumni satisfaction surveys</i>	In Spring '11, 63% of CSU graduates indicated at the time of graduation that they were either employed or continuing on to graduate school. This compares to 61% in spring 2010. <i>Source: CSU Career Center</i>	
Reduce student-related debt load	Increase resources available for both need-based and merit-based financial aid to attract and retain students and increase overall access.	Average student debt load for graduates will remain below the average of peers and below the state-wide average for Colorado public colleges and universities	Current average student debt load is below national and peer average at \$21,224. <i>Source: Student Financial Services</i> National average student loan debt is \$24,000 (2009). We will work to remain below the average debt-load of our peers, and will assess annually.	

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

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Goals and Objectives	Actions	Metric	Status (updates in bold)	Stretch Goals
GOAL TWO: FINANCIAL SUSTAINABILITY				
Examine new and existing financial models to expand revenue sources and seek operational efficiencies	Utilize online instructional methodologies when appropriate, efficient and effective.	CCHE Undergraduate Cost Study ratio of Education and General Budget per FTE at average of peers	Update will be available in November	

CSU System's Strategic Plan – Year Two
October 4-5, 2011 – Campus Reports – CSU in Fort Collins

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Goals and Objectives	Actions	Metric	Status (updates in bold)	Stretch Goals
GOAL THREE: EXPAND STATEWIDE PRESENCE				
Increase the percentage of students who participate in higher education	Use CSU Extension to actively seek partnerships between CSU Fort Collins and counties, municipalities, schools, small business and other organizations, that will address identified education outreach and engagement needs of Coloradans.	Establish three regional engagement centers by 2015	First regional engagement center opened in Sterling July 2010.	
	CSU Extension programs will utilize a variety of methodologies to reach new and diverse audiences, including partnering with the Division of Continuing Education to provide on-line educational opportunities, expanding the reach of CSU and CSU Extension to new, underrepresented and diverse audiences.		Fall 2009 Continuing Education enrollments: 1,436 Fall 2010 Continuing Education enrollments: 1,831 Fall 2011 Continuing Education enrollments: 2,058	

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GOAL THREE: EXPAND STATEWIDE PRESENCE				
Increase the proportion of students who choose to enroll in one or more of the CSU System institutions	Work through Academic Council, CCHE and DHE with all Colorado Community Colleges to have comprehensive 60 + 60 transfer guides in at least one concentration in all such disciplines.	1,600 new transfer students from Colorado community colleges by FY 2015	FY07: 707 FY08: 652 FY09: 669 <i>Source: CDHE Transfer Summary (includes all 2-year public institutions)</i> Working toward the completion of a 60+60 transfer guide for <u>every</u> bachelor's degree for which community colleges offer the necessary coursework. (Guide will list courses students need for an AS or AA degree in a specific major to complete a designated bachelor's in 60 credits once transferred to CSU.)	
	Participate in state-wide articulation agreements as appropriate.	Increase the number of 60+60 articulation agreements in which we participate by three each year through 2015	By 2015, CSU must be involved (by statute) in 15 statewide articulation agreements. We are on target to be involved with 10-11 by the end of this academic year. <i>Source: Office of the Provost</i>	
	Increase both need-based and merit-based aid for new Colorado resident freshmen.	Amount of need- and merit-based aid for new Colorado resident freshmen. Increase budget for financial aid for new Colorado resident freshmen by 2% annually through 2015.	On target at \$21,132, 315. Launched "Commitment to Colorado" in June 2010 to promote financial aid availability to students at or below state's median income level. 24% of incoming resident students in FA11 are Pell Grant eligible; 4,000 students this year will receive support from Commitment to Colorado.	

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GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO				
Targeted and measurable job creation, growth, and retention	Review prior surveys and develop feasible strategies to improve satisfaction, value and alignment.	Increase average score on the County Commissioner satisfaction survey scores from 68% to 78% by 2015	Most recent County Commissioner satisfaction scores: 76.2% (3.81 on a 5.0 scale) 2011 survey now in progress	
Increase the number of applied research activities impacting the quality of life for Coloradans in specific areas of expertise	Increase private/public partnerships in research and development activities, including support for faculty, instrumentation, facilities, students, technology transfer and Supercluster mechanisms.	10% increase in expenditures annually on research support from public/private partnerships	Annual research expenditures FY10: \$302.8 million FY11: \$330.8 million Over the past six years, CSU research spending has increased 24%. CSU ranks second in the nation among public research universities without a medical school. On a per-faculty basis, the NSF study ranks CSU first in federally funded R&D among all public institutions.	Fall 2010 – Research Expenditures \$425M Fall 2011 – Research Expenditures \$500M

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

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

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October 4-5, 2011 – Campus Report – CSU-Pueblo

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

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Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
GOAL ONE: STUDENT SUCCESS AND SATISFACTION				
Increase retention rates and persistence to degree	Continue the development and promotion of the new General Education Tutoring Center to include on-demand tutoring for core courses and high enrollment specialized courses.	Increase student performance in general education courses as measured by the Critical Thinking Assessment Test (CAT) and the Proficiency Profile; increase student satisfaction in general education courses as measured by National Survey of Student Engagement (NSSE).	CAT administered in Fall 2009, CSU-Pueblo students scored (17 on a 40-point scale) close to the average for all students taking the CAT (17.5). FY12: See also Goal Two: Learning Increases for more on the CAT, NSSE.	
	Supplemental instruction for high-risk courses.	Decrease the failure/ withdrawal (DFW) rate in high-risk courses from 43.9% to 35%	Established baseline as Fall 2009: courses enrolling 20 or more students and having a DFW rate of 33% or higher: 150 sections met these criteria and had an average DFW rate of 43.9%. Spring 2011: about 29% lower-level courses (N>=20) were identified with 33+% DFW rates, and an average DFW rate of 44%. Fall 2011: Added 4 new supplemental instruction courses.	

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

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			outcomes and determine appropriate levels of student performance.	
Increased student engagement and satisfaction	All student affairs programs will begin measuring and mapping student learning outcomes from out-of-class activities.	Increase the number of students participating in extra-curricular activities and campus events by 5%	Summer 2011: Student Affairs-adopted strategic guiding statements (Mission/Values/Goals) and is in the process of developing assessment plans and outcomes (program and learning outcomes). It has also contracted with the national assessment consultants, StudentVoice.com, and will be incorporate their assessment platform in our work.	
Post graduate success	Increase participation in relevant internships that give students valuable pre-employment experience.	Increase the number of students engaged in a practicum or internship.	Baseline Data for FY10: 306 students registered for internship and field experience credit through the University Career Center. FY11: 380 students. This does not include students who are engaged in Nursing or Teaching practica, non-credit internships, field experiences, or other required off-campus program experiences. We are developing a tracking mechanism internally for FY12.	
	Increase on-campus recruiting by other graduate institutions.	Increase number of successful graduate recruiting activities on campus.	FY12: Inviting non-competing graduate programs to campus for a career fair this year.	

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GOAL ONE: STUDENT SUCCESS AND SATISFACTION				
Reduce student-related debt load	Increase financial literacy counseling for all incoming students.	Offer financial literacy courses to help students better understand the ramifications of debt.	Spring 2011: Opened 2 sections of University Studies courses on financial literacy in Spring 2011; nearly 50 students enrolled. More sections planned for Spring 2012.	
	Reduce the amount of student-related debt incurred by each student.	Reduce the percentage of students graduating with debt from 75% to the state-wide average for four-year colleges and universities, currently at 68.6%	Baseline Data FY09: \$21,855 FY11: \$21,955 The state's average student debt-load for undergraduate students is \$22,084. Average percentage of undergraduate students graduating with debt in Colorado is 65%.	
		Decrease the debt load at a rate of 1% per year	FY12 data available later in the Fall	

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GOAL TWO: FINANCIAL SUSTAINABILITY				
Examine new and existing financial models to expand revenue sources and seek operational efficiencies	Implement effective tuition and fee models that maintain access, raise revenues, are equitable, and are sensible for CSU-Pueblo's market.	Maintain a base undergraduate tuition rate that is consistent with our access mission.	FY 12 Tuition rates: \$4,381, ranked 7 th of the 12 public 4-yr institutions in Colorado.	
		Increase unrestricted reserves (adjusted for compensated absences) by 2% annually for 10 years with goal of achieving \$15M unrestricted reserves	FY11 financial statements (preliminary unaudited) indicate the unrestricted reserves were \$15.3 million, which is a 11.7% increase over the FY10 reserve balance. When adjusted for compensated absences, the unrestricted reserves increased 11% over the prior year to \$16.4 million.	

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GOAL TWO: FINANCIAL SUSTAINABILITY				
Examine new and existing financial models to expand revenue sources and seek operational efficiencies	Implement effective tuition and fee models that maintain access, raise revenues, are equitable, and are sensible for CSU-Pueblo's market.	Annually budget an increase in non-mandatory Education and General expenditures of at least 25% of budgeted increase in Education and General revenues	The FY12 E & G budget submitted to the Board for approval in June 2011 included funding for non-mandatory E & G expenditures equal to 33% of the FY 12 budgeted increase in E & G revenues.	
	Maintain Education and General (E&G) expenditures per FTE as reported in the CCHE Budget Data Book at or below the mean for all other Colorado universities.	Increase education and general reserves (adjusted for compensated absences) by 1% annually for five years with goal of achieving and maintaining a reserve equal to 1.5% of total Education and General budget	FY11 financial statements (preliminary unaudited) indicate that the E & G unrestricted reserves (net assets adjusted for compensated absences and mandated roll-forwards) increased 13% over the prior year and is 6.2% of the FY12 E & G budget, primarily because of the deliberate creation of a contingency reserve to address future funding reductions.	
		CCHE undergraduate Cost Study ratio of Education & General budget per FTE at average of peers	FY12: The budget data books upon which these baseline data are based have not been posted on the CDHE Website. We will be able to calculate appropriate data when they are made public.	

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GOAL TWO: FINANCIAL SUSTAINABILITY				
Examine new and existing financial models to expand revenue sources and seek operational efficiencies	Utilize online and hybrid instructional methodologies to reduce instruction costs and demand for physical instructional space.	Increase to 10 such courses for Fall 2011 and 5 additional each year for the next 3 years	FY12: A total of 11 online and 29 hybrid courses have been created including 9 online Education and 7 hybrid education course. There are 2 online nursing and 22 hybrid nursing courses.	
	Identify opportunities for cost efficiencies in providing infrastructure services, e.g. utilities.	Participation in shared services arrangements with CSU and CU campuses	Ongoing review.	
	Seek increased grant opportunities by working in partnership with the Southern Colorado Higher Education Consortium.	Increase grant revenue received above FY09 level	FY 11: received \$6.866M in awarded grants.	FY10 Baseline: \$3.2M

CSU System's Strategic Plan – Year Two
October 4-5, 2011 – Campus Report – CSU-Pueblo

Strategic Plan: Action Steps , Metrics and Status – 5-Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
GOAL THREE: EXPAND STATEWIDE PRESENCE				
Increase the percentage of students who participate in higher education	Expand the University's recognition and influence beyond its current base in southern Colorado through increased partnerships and broadening the makeup of our student body.	Increase the number and percentage of students enrolling from areas of the state other than southern Colorado (without a corresponding decrease in the number of students from CSU Pueblo's immediate service area), keeping incoming new student population from counties outside of southern Colorado at more than 50% of the total of all new incoming freshmen	Fall 2011 Renewed MOU with DSF for third year. Hired a Veterans Benefits Coordinator to continue working with Colorado Springs area high schools and other high military population schools to recruit students. Fall 2011 Census new freshmen: <ul style="list-style-type: none"> • Southern Colorado: 62% (60% - Fall 2010C) • Other In-state: 23% (27% - Fall 2010C) • Out-of-state: 13% (12% - Fall 2010C) • International: 2% (1% - Fall 2010C) 	
		Increase enrollment to 5,500 headcount by Fall 2012	Fall 2010: 5152 Fall 2011 Census: 5246	

CSU System's Strategic Plan – Year Two
October 4-5, 2011 – Campus Report – CSU-Pueblo

Strategic Plan: Action Steps, Metrics and Status – 5- Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
GOAL THREE: EXPAND STATEWIDE PRESENCE				
<p>Increase the proportion of students who choose to enroll in one or more of the CSU System institutions</p>	<p>Maintain accurate and up-to-date transfer agreements with all Colorado community colleges for at least one concentration in all disciplines for which community colleges have the appropriate lower division coursework.</p> <p>Increase the number of transfer students from Colorado community colleges by 5%, with greater participation from community colleges located in the southern and eastern portion of Colorado.</p>	<p>Increase the number of transfer students from Colorado community colleges by 5%, with greater participation from community colleges located in the southern and eastern portion of Colorado</p>	<p>Fall 2011 transfer applications are at the same level as last year. We expect this to improve over the Spring and Summer.</p>	

CSU System's Strategic Plan – Year Two
October 4-5, 2011 – Campus Report – CSU-Pueblo

Strategic Plan: Action Steps, Metrics and Status – 5- Year Stretch Goals				
Goals and Objectives	Actions	Metric	Status – Year 2	Stretch Goals
GOAL THREE: EXPAND STATEWIDE PRESENCE				
Increase the proportion of students who choose to enroll in one or more of the CSU System institutions		Maintain accurate and up-to-date transfer agreements with all Pueblo County community colleges for at least one concentration in all disciplines for which community colleges have the appropriate lower division coursework	Fall 2011 recruiting Plan includes targeted recruiting at community colleges and new transfer coordinator hired. New investments in local and regional advertising focus on high-ability high school students, growth in the Honors Program, and a focus on access and affordability (Commitment to Colorado).	
GOAL FOUR: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO				
Targeted and measurable job creation, growth, and retention	Work with Pueblo Education Consortium (PEC) to improve workforce readiness by increasing participation in relevant internships, encouraging promising students to pursue post-graduate educational opportunities, and increasing on-campus recruiting by other graduate institutions.	Increase 2012 graduates' full-time employment or admission to a graduate/professional program by 5% by 2012 and 10% by 2015, using the 2010 Graduation Survey to establish a baseline	The 2011 graduation survey showed that 26% were employed full-time, and 13% had been accepted to graduate/professional schools.	

CSU System's Strategic Plan – Year Two
October 4-5, 2011 – Campus Report – CSU-Pueblo

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

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
GOAL ONE: STUDENT SUCCESS AND SATISFACTION			
Increase retention rates and persistence to degree	Create processes for promoting student retention.	Attain 75% first-term to third-term retention.	Attained first-term to third-term retention of 87% for spring 2011 (first-time, first term students). Fall 2011 data will be available in January.
	Implement a comprehensive program for intervention.	Retain 70% of students placed in the intervention program.	Total students on academic probation at less than 1% of total student population (decreased from approximately 2% in fall 2010).
Increase graduation rates	Improve and maintain student success processes to facilitate above-average industry graduation rates.	Achieve a graduation rate above the average for the CSU-Global peer group and an average rating of 3.0 out of 4.0 on the post graduation survey relating to professional advancement.	<p>Draft Comparison Group presented to BoG AAC on 9/13/11</p> <p>Total Spring 2011 Graduates: 246 Bachelor: 160 Masters: 86</p> <p>2010/2011 AC Graduates: 373 Bachelor: 247 Masters: 126</p> <p>The 2011 alumni survey average for professional advancement was 3.4 out of 4.0 with a rating of 4 being "Excellent."</p>

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
GOAL ONE: STUDENT SUCCESS AND SATISFACTION			
Learning increases (critical thinking skills and disciplinary knowledge)	Ensure student academic success.	80% of students meet expectation on program learning outcomes and CSU-GC Learner Outcomes; create a baseline for the "ETS" (Educational Testing Service) Proficiency Profile data and show statistically significant growth in student cohort achievement data.	<p>Fall 2011 assessment data have been compiled and faculty are writing spring assessment reports.</p> <p>Fall administration of the ETS proficiency profile now gathers information during the ORG300 common course; data from pending graduates will be collected during the students' final semester.</p> <p>FY11 data reflected 71% of CSU-GC students met the program learning outcomes for their degree programs. Learning outcomes were at an 85% level of achievement or greater</p>
Increased student engagement and satisfaction	Develop a continuous improvement process for enhancing customer service.	Maintain ratings above the national comparison mean on the Noel-Levitz Priorities Survey for Online Learners on the Academic Services Scale.	<p>Currently at or above the national comparison group mean on 21 out of 25 indicators of the Noel-Levitz satisfaction survey conducted January 2011. Academic Services scale is above the national comparison mean, meeting our metric.</p> <p>Student satisfaction is continually monitored through student surveys at the end of every term, and the 2x annual Noel Levitz survey and focus groups. Monthly meetings identify areas for improvement and the progress made on previous efforts.</p>

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

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

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

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

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

Strategic Plan Action Steps, Metrics and Status														
Goals and Objectives	Actions	Metric	Status (updates in bold)											
GOAL 2: FINANCIAL SUSTAINABILITY														
Examine new and existing financial models to expand revenue sources and seek operational efficiencies.	Strengthen the enrollment management model to sustain positive cash flow growth.	Achieve a minimum of 95% of enrollment projections for each session based on the Strategic Enrollment Plan; attain an 82% overall semester-to-semester retention rate.	<p>Fall 2009 - Spring 2010: current semester-to-semester retention – 90%.</p> <p>Spring 11 C Session Enrollment Data for Actual-to-Projections:</p> <p>New Students: 104%</p> <p>Active Students: 109%</p> <p>Revenue: 108%</p> <p>Complete fall 2011 data available in January 2012</p>											
	Create an innovative model for aligning instructional delivery costs with student learning outcome data.	Develop a ratio of student learning outcomes achievement to instructional delivery costs as a baseline for increasing student achievement relative to cost.	<p>Baseline has been developed using assessment data from spring 2011 and direct instructional cost per student for fiscal year 2010/11. This is a new ratio therefore revisions will be made as the input data are enhanced.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">UG Student</th> <th style="text-align: center;">Grad Student</th> </tr> </thead> <tbody> <tr> <td>Achievement Average on Program Learning Outcomes (Spring 2011)</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>Cost per Student (FY 10/11)*</td> <td style="text-align: center;">422</td> <td style="text-align: center;">422</td> </tr> <tr> <td>Assessment Cost Ratio (higher ratios indicate a more efficient org with higher learning.</td> <td style="text-align: center;">0.21</td> <td style="text-align: center;">0.22</td> </tr> </tbody> </table> <p>*Not broken out by undergraduate or graduate</p> <p>Next Steps – Continue to enhance both the assessment data and instructional input data to monitor the learning to cost ration.</p>		UG Student	Grad Student	Achievement Average on Program Learning Outcomes (Spring 2011)	89%	92%	Cost per Student (FY 10/11)*	422	422	Assessment Cost Ratio (higher ratios indicate a more efficient org with higher learning.	0.21
	UG Student	Grad Student												
Achievement Average on Program Learning Outcomes (Spring 2011)	89%	92%												
Cost per Student (FY 10/11)*	422	422												
Assessment Cost Ratio (higher ratios indicate a more efficient org with higher learning.	0.21	0.22												

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

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

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
GOAL 3: EXPAND STATEWIDE PRESENCE			
Increase the percentage of students who participate in higher education	Maintain and enhance policies and processes that promote a diverse student body.	Increase enrollment of underrepresented students, including African Americans, Asian Americans, Latinos, and Native American/Pacific Islanders, to 25% from the Spring 2010 baseline of 20%.	A strategic plan has been developed to enhance faculty diversity and for the creation of a diversity initiatives committee to address student engagement & retention. Fall 2010 Ethnicity: 23.2% of students reported being non-white or multi-racial 26.3% of respondents indicated that they were <i>first-generation</i> students (January 2011 Noel-Levitz)
Increase the proportion of students who choose to enroll in one or more of the CSU System institutions	Develop processes and resources to ensure degree completion through effective transitions between community colleges and Global.	Establish approved A.A.S. articulation agreements with 50% of the Colorado community colleges; develop a baseline for annual transfer student count.	Selected by the Colorado Community College System to participate in its system-wide program wherein students can select CSU-Global to complete their bachelor degrees. The program will provide CSU-Global with the opportunity for early outreach and a smooth transfer of students' and within 15 credit hours or one year prior to graduation CSU-Global will provide students with the opportunity to lock-in their tuition rate.

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

Strategic Plan Action Steps, Metrics and Status			
Goals and Objectives	Actions	Metric	Status (updates in bold)
GOAL 4: OPPORTUNITIES FOR BUILDING A STRONGER FUTURE FOR COLORADO			
Targeted and measurable job creation, growth, and retention	Develop market-critical programs and specializations that are aligned to national and professional standards.	Ensure that 100% of new programs developed will have documented market need and that 100% of new programs will be linked to national or professional standards when applicable.	<p>The seven degree programs approved by the BoG in December 2010 have been sent to HLC for final approval.</p> <p>The degree programs were approved by the Colorado Commission on Higher Education at their August 2011 meeting.</p>
Increase the pipeline of STEM (Science, Technology, Engineering, Math) students from K-12 into a CSU System institution, with a special emphasis on first-generation college students	Develop partnerships with Colorado schools to support strategic staff development in areas of critical need, including English Language Learning, math and science education, and instructional technology.	Increase enrollment of K-12 educators in areas of critical need by 5%.	We are continuing our relationship with Colorado school districts to provide ELL training to teachers.

CSU System's Strategic Plan – Year Two
October 4-5, 2011 Campus Reports – CSU-Global Campus

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

Section

8

Presidents' Reports and Campus Updates

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

I. ACADEMIC EXCELLENCE

A. Students and Faculty Wow Mars Convention Attendees

Students and faculty from the departments of engineering and chemistry wowed attendees at the 14th Mars Society Convention in with what they believe may be the only functioning, educational table top Sabatier reactor in the world. The reactor illustrates the fuel creation process that will be required in order for future Mars crews to return from missions. The CSU-Presenters introduced the table top reactor as a major NASA Space Grant student project. Michael Bender, junior chemistry and industrial engineering major from Westminster, and industrial and systems engineering graduate student Paul Rael of Pueblo led the session at the annual conference, with oversight from Dr. Huseyin Sarper.

B. Malet Secures STAR Grant

Dr. David Malet, assistant professor of political science and director of the Homeland Securities Program, secured \$375,000 Science and Technology Research (STAR) grant from the US Environmental Protection Agency – National Homeland Security Research Center for a three year study titled, “Risk Communication Strategies in Biological Decontamination: Using Social Media to Build Trust.” Dr. Malet also presented a paper, “Biological Attacks: Priorities of Homeland Security vs. Human Security,” at the annual conference of the International Studies Association in Montreal.

C. Johnson Conducts Research in Finland

Dr. Joel Johnson, assistant professor of political science and specialist in comparative politics, secured support from the American-Scandinavian Foundation and the University of Helsinki to conduct research in Finland. The research centered on the country’s new regulatory framework surrounding campaign finance in parliamentary elections. The research was essential for access to ministerial and regulatory officials as well as to the commission members who drafted the new legislation, in what hopes to become article-length studies on the subject.

D. Ribadeneira Participates in Heritage Language Learners Workshop

Dr. Alegria Ribadeneira, assistant professor of Spanish, participated in a workshop sponsored by the National Heritage Language Resource Center at the UCLA Center for World Languages. She was selected from more than one hundred applicants nationwide. The workshop, directed by two of the nation’s top researchers in Heritage Language

Acquisition, Olga Kegan and Maria Carreira, explored best practices when addressing the unique needs of heritage language learners. Dr. Ribadeneira's participation in the workshops brings the newest trends in language teaching to an important population on the CSU-Pueblo campus, will enhance our role as a Hispanic Serving Institution, and place us at the forefront of this critical area of study.

E. Dillon Presents at Mars Society Convention

Dr. David Dillon, assistant professor of chemistry, presented his work on a Sabatier apparatus for producing methane from carbon dioxide and hydrogen at the 14th Annual International Mars Society Convention. This work stems from research conducted by numerous undergraduate students, a Project SEED student, and in collaboration with Dr. Huseyin Sarper from the engineering department.

F. Samaras Paper Accepted for World Congress on Ergonomics

Nursing professor Libby Samaras recently learned that her paper titled, "Recognizing nurse stakeholder dissonance as a critical determinant of patient safety in new health information technologies," was accepted for the triennial International Ergonomics Association's World Congress on Ergonomics to be held in Brazil in February 2012.

G. Schott Receives Fellowship

Ms. Kim Schott (Denver), graduate student in applied and natural sciences, received a \$1,000 academic fellowship from The Colorado Mountain Club Foundation, headquartered in Golden. The funds support her project titled, "Fluctuating Asymmetry as an Indicator of the Toxicity of Acid Mine Drainage in Kerber Creek, Saguache County, Colorado." Schott's research looks at the influence of heavy metals on fish growth and development. Stress during maturation can result in asymmetrical growth, with one side of the fish being stunted compared to the other. Schott is using her research to assess the water quality of sites along Kerber Creek, near Villa Grove, that have undergone remediation in an attempt to address the negative effects of mining activity on the creek.

II. STUDENT ACCESS AND SUPPORT

A. CSU-Pueblo Granted \$1.26 Million for Teacher Scholarship Program

CSU-Pueblo has been awarded a five-year, \$1.26 million grant from the Robert Noyce Teacher Scholarship Program of the National Science Foundation to address a critical shortage of K-12 mathematics teachers by encouraging talented science, technology, engineering and mathematics majors and professionals to enter the teaching profession. According to Dr. Janet Barnett, professor of mathematics and principal investigator of the grant, the grant provides funds to support scholarships, stipends, and academic programs

for undergraduate majors and post-baccalaureate students holding STEM degrees that earn a teaching credential and commit to teaching in high-needs K-12 school districts. CSU-Pueblo expects to graduate approximately 40 new teachers of secondary mathematics over the next five years with help from the grant.

B. CSM Offers “Back on Track” Program

The College of Science and Mathematics led the pilot of a program to help CSU-Pueblo students who have struggled with their coursework to get “Back on Track.” Student attended special sessions and had visits from Student Support Services and Student Academic Services counselors. The sixteen students who participated in the pilot had previously received grades of a W, D or F and were repeating courses MATH 131 (College Algebra) and/or ENG 101 or 102 (Composition I or II). Overall, thirteen of the sixteen enrollments passed their repeated course. Funding for instruction was provided by a grant overseen by Dr. Derek Lopez in First Year Programs.

C. Summer Research Activities

Drs. David Dillon, Sandra Bonetti and Mel Druelinger participated in the American Chemical Society’s Project SEED which brings economically disadvantaged high school students to the campus for a summer research experience. Drs. Chad Kinney, Rick Farrer and David Lehmpuhl also had one or more undergraduate students participating in research over the summer. Some of the students were supported by the Provost’s Summer Undergraduate Research Program, while others were partially supported by departmental efforts. Drs. Kinney and Lehmpuhl, along with Dr. Brian Vanden Heuvel from biology, each received support for one of their students through a grant from the Colorado Water Institute in Fort Collins. Combined, the department raised over \$20,000 in summer support for their students. Unfortunately, none of the funds could be used to support faculty but they were gracious enough to donate their time.

D. Bridges Support Continues

Continued funding has been awarded for the NIH Bridges to Baccalaureate Puente Program, led by Dr. Lee Anne Martinez. This project involves lectures, labs, and research projects supported by CSU-Pueblo faculty in biology, chemistry, and mathematics. After the most recent summer program ended, four Bridges students stayed on to work on separate research projects under the supervision of Drs. Dan Caprioglio, Jeff Smith, Annette Gabaldon, and Brian Vanden Heuvel.

E. Graduate Nursing Courses Transitioning to Hybrid Online Format

The PPOHA/RAGE (Regional Access to Graduate Education) grant is providing funding for nine nursing faculty to transition all graduate courses to hybrid online delivery. Piloting of the hybrid courses will begin this fall.

F. Nursing Department Receives Grants

The Department of Nursing has been awarded two Health Resources and Services Administration grants. The first, for \$50,000 through the Nurse Faculty Loan Program, awards loans to assist registered nurses in completing their graduate education to become qualified nurse faculty and offers partial loan forgiveness for graduates who serve as full-time faculty. The second grant, in the amount of \$17,614 through the Advanced Education Nursing Traineeship, pays all or part of the costs of tuition, books, fees, and reasonable living expenses for graduate students during the period for which they are enrolled in the traineeship.

G. History Grant Funds Master's Students

The History program continues its longstanding relationship with the public schools. Last spring, eighteen teachers graduating with their master's degree in history and several more will do so this coming spring. Their education was funded by a \$1 million Teaching American History Grant that history faculty member Dr. Matt Harris wrote. This grant, funded by the Department of Education, paid for the teachers' books and tuition, providing them with additional tools and resources to teach American history, civics, and reading literacy. History faculty have also been engaged in other community outreach programs through the grant, such as bringing distinguished scholars in the field to campus and community.

H. Drunk Driving Prevention Campaign Underway

The Colorado Division of Behavioral Health and the Persistent Drunk Driver Committee selected CSU-Pueblo as the second Colorado campus to receive funding for a three-year social norming campaign related to alcohol and drug impairment. The CSU-Pueblo campus was selected out of several college campuses across the state due to its need, readiness for a social norming campaign, and community support. CSU-Pueblo follows Western State College as the second college campus in Colorado to implement such a campaign. Dr. Carol Foust, professor in EXHPR, will oversee the program implementation on campus.

III. DIVERSITY

A. Hispanic Heritage Month Events

CSU-Pueblo will celebrate Hispanic Heritage Month, Sept. 15 – Oct. 15, with a variety of food events, speakers, as well as a student leadership luncheon and conference, all utilizing the theme, *Many Backgrounds, Many Stories . . . One American Spirit*. Activities include a presentation by respected actor and community activist Edward James Olmos, A Night of Music and Latino/a Poetry, a cultural leadership conference geared toward middle school girls, a Latino/a mini-health fair, and closes with a presentation by former Pueblo Police Chief and alumnus Ruben Archuleta on his research on Penitentes. All events are open to the public.

IV. IMAGE BUILDING

A. Duncan's Report to be Used in Future Legislation

Dr. Kevin Duncan submitted a report entitled, "An Analysis of Davis-Bacon Prevailing Wage Requirements: Evidence from Highway Resurfacing Projects in Colorado," to Rep. John Soper (District 34) and CDOT officials. The requested study is related to legislation that Rep. Soper will introduce in the next legislative session.

B. Southeast Asia Memorial to be Renovated, Expanded

With help of numerous veterans' organizations, CSU-Pueblo has announced a fundraising campaign to renovate and expand the Southeast Asia Memorial on campus, originally dedicated in 1969 to honor Pueblo County and then Southern Colorado State College soldiers who lost their lives in the Vietnam/Southeast Asia conflict. The expanded memorial will include the 623 names of all Colorado service men and women who were killed in the war not just from Pueblo County, but the region, the state, and the region. A major fundraising event for the memorial renovation will be sponsored by the Marine Corps League #1376 on Friday, Sept. 30, with Lt. Governor Joseph Garcia as the keynote and Air Force Colonel and Pueblo County Commissioner Jeff Chostner as Master of Ceremonies. The renovated memorial will be re-dedicated as part of the citywide Veterans Day celebration on Friday, Nov. 11, 2011.

V. COMMUNITY ENGAGEMENT

A. Stuyt and McGettigan Join Fountain Creek Task Force

Drs. Jeff Stuyt and Tim McGettigan were invited to join a Fountain Creek Basin planning task force that further includes faculty from CSU Fort Collins, the University of Denver, the Air Force Academy and Colorado College, along with representatives from the major metropolitan and state regulatory authorities in the region. This task force will study the current use and image of the Fountain Creek in terms of its biological and sociological qualities, and recommend future stream diversions and access options for the public.

Stuyt hopes to engage students in some of his classes, Research and Evaluation and Recreation Resources Management, in the ongoing studies that this task force plans to undertake starting this fall.

VI. RESOURCE MANAGEMENT

A. Working Agreement Signed with Space Foundation

CSU-Pueblo and the Colorado Springs-based Space Foundation have signed an agreement that will provide significant benefits to the community and the University’s teacher education program, including distance education, internships, pre-service and in-service instruction as well as collaborative research and service opportunities. Through the cooperative agreement, the two organizations plan to explore new and innovative approaches that will enhance the quality of teaching at PreK-12 education levels, increase effectiveness of education in Colorado and beyond and increase space awareness. They will establish cooperative research agendas, including short-term (within one year) and long-term (one to five years) research objectives that will result in submission of a variety of external funding requests. They will also develop collaborative service projects that may include, but are not limited to, teacher workshops and public outreach programs.

B. Malet Named as Honors Program Director

Dr. David Malet, assistant professor of political science and coordinator of the Homeland Security certificate program, has been named as the Director of the University Honors Program. Interim President Julio Leon engaged the faculty and deans to create a new University Honors Program on campus and last spring inducted a class of more than 20 high achieving students from Pueblo and throughout the state. Honors students will be brought together throughout the academic year engaging in unique seminars, special honors courses, faculty-mentored research and scholarly endeavors, and community and service activities.

VII. GRANTS RECEIVED

College of Education, Engineering and Professional Studies	
ENGINEERING	
Sponsor:	National Science Foundation
Principal Investigator:	Dr. Jane Fraser
Project Title:	COAMP – Colorado Alliance for Minority Programs (Phase IV)
Award Dates:	8/1/11 – 7/31/16 (five years)
Amount:	\$ 88,750 (\$17,750/yr)
ENGINEERING	

Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Report Item

Sponsor:	NASA (via U. Colorado Boulder)
Principal Investigator:	Dr. Huseyin Sarper
Project Title:	Colorado Space Grant Consortium: Research Projects at CSU-Pueblo – summer supplement
Award Dates:	6/1/11 – 8/31/11
Amount:	\$ 9,384
NURSING	
Sponsor:	Health Resources and Services Administration (HRSA)
Principal Investigator:	Dr. Joe Franta
Project Title:	AENP – Advanced Education Nursing Traineeship
Award Dates:	7/1/11 – 6/30/12
Amount:	\$ 17,614
NURSING	
Sponsor:	Health Resources and Services Administration (HRSA)
Principal Investigator:	Dr. Joe Franta
Project Title:	NFLP – Nursing Faculty Loan Program
Award Dates:	7/1/11 – 6/30/12
Amount:	\$ 50,000
Unit Total Received:	\$165,748
Con Ed	
CONTINUING EDUCATION	
Sponsor:	David and Lucile Packard Foundation
Principal Investigator:	Ms. Barbara Borland, Dr. James Malm
Project Title:	Senior to Sophomore Program
Award Dates:	7/1/11 – 6/30/12
Amount:	\$ 30,000
Unit Total Received:	\$30,000
Library	
LIBRARY	
Sponsor:	National Film Preservation Foundation
Principal Investigator:	Ms. Beverly Allen
Project Title:	Penitentes Film Grant
Award Dates:	6/1/11 – 8/1/12
Amount:	\$ 4, 830
Unit Total Received:	\$4,830
Student Affairs	
UPWARD BOUND	
Sponsor:	U.S. Department of Education

Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
Report Item

Principal Investigator:	Dr. Ismana Carney
Project Title:	Upward Bound (TRIO)
Award Dates:	6/1/11 – 5/31/12
Amount:	\$ 391,751 (year 4)
Unit Total Received:	\$ 391,751
University Total Received	
	\$ 592,329



Student Success and Advancement

- Selected by the Colorado Community College System to participate in its system-wide program wherein students can select CSU-Global to complete their bachelor degrees. The program will provide CSU-Global with the opportunity for early outreach and a smooth transfer of students; additionally within 15 credit hours or one year prior to graduation CSU-Global will provide students with the opportunity to lock-in their tuition rate.
- CSU-Global's Governing Council approved the January 2012 Start offering of math and English refresher workshops to enhance student success in degree program courses.
- As of September 2011, CSU-Global has over 5000 active students.

Academic Excellence

- Participated in the Higher Learning Commission Regional Meeting to discuss proposed new criteria for accreditation and the various routes to maintaining accreditation.
- Ongoing work with organizations to supplement their employee development needs with courses that address their training needs; launched the Leadership Training Series of four to six courses which addresses both qualitative and quantitative leadership skills.

Expand Statewide Presence

- Became a new member of the Latin and Denver chambers of commerce, in addition to its membership of the Hispanic, Black, American Indian, Asian, and Southeast Denver Metro chambers of commerce.
- Held the first annual Advisory Council Luncheon which included councils of industry leaders in areas of Leadership & Management, Teaching & Learning, Public management, Healthcare Administration, Criminal Justice, Communication, Technology, Accounting & Finance.
- Acquired approval for use of the .edu extension (csuglobal.edu)

Opportunities for Building a Stronger Future for Colorado

- Received approval to be a member of Servicemembers Opportunity Colleges (SOC) consortium, comprised of colleges and universities selected to serve the National Guard, reserves, new recruits, and veterans.
- 'Adopted' the Denver Center for International Studies at Ford Elementary School (K-6) to promote academic excellence and the value and achievability of higher education for the children and their adult guardians.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
October 4, 2011

I. *TEACHING AND LEARNING*: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. U.S. News ranks CSU in top tier, recognizes university for developing writing skills

In ranking Colorado State among top-tier American universities, *U.S. News & World Report* on Sept. 15 singled out CSU in a list of top 20 schools - along with Brown, Duke, and Harvard - for writing excellence across campus. Colorado State ranks No. 63 among public universities on the list of top-tier public and private doctoral universities and 128th overall among public and private institutions. *U.S. News* also highlighted Colorado State as an outstanding example of institutions that encourage “Writing in the Disciplines” – a distinction that helps drive student success, according to the magazine. Also listed among the 17 schools in the category were Brown University, Carleton College, Cornell University, Duke University, Harvard University and Princeton University.

B. Colorado State University Reports Highest STARS Score to Date, Details Sustainability Efforts that Lead Higher Education Institutions

Colorado State University in September earned the highest score in the country to date on the Sustainability Tracking, Assessment & Reporting System (STARS), affirming its position as a leader among institutions of higher education in sustainable research, education, operations, planning, and student engagement. Colorado State submitted a score of 77.73, earning the University a Gold ranking and the top score so far nationwide among the colleges and universities who have reported. Colorado State excels in implementing sustainability research and curriculum, with 56 percent of CSU’s faculty and 72 percent of all academic departments engaged in environmental research; One-quarter of CSU’s offered courses have a sustainability focus. CSU also offers five different undergraduate and graduate degrees tailored to the preservation of the environment. STARS, a project of the American Association of Sustainability in Higher Education is the only rating system of its kind that involves public reporting of comprehensive information related to a college's or university's sustainability performance

C. Colorado State University among the Top in Nation according to Forbes' Annual Ranking of Top Colleges

Colorado State University is ranked among the best schools in the nation in *Forbes'* annual ranking of the Top Colleges for 2011, *Forbes* announced Aug. 11. Colorado State ranked 61st among public universities. Colorado State also made the *Forbes* “Top 100 Best Buy Colleges”

list, ranking 45th among all private and public universities. The Top Colleges list ranks the 650 best undergraduate institutions – the top 20 percent of all undergraduate institutions. The rankings are based on five general categories: post-graduate success, student satisfaction, debt, four-year graduation rate and competitive awards.

D. CSU Announces Record Enrollment

The largest freshman class ever at Colorado State University has helped push enrollment to an all-time high of 26,735 students this fall. This is the third consecutive year of record enrollment at CSU. A total of 6,077 entering freshmen and transfers have joined the campus, including 19 percent more non-residents than last year. This includes a record 4,504 new freshmen with 852 racially and ethnically diverse freshmen (a 15 percent increase over last year), and 1,043 domestic and international non-residents. The total enrollment of 26,735 represents a 1.4 percent increase over last year.

E. Society that Supports Hispanics, Chicanos, and Native Americans in Science Names Colorado State University a Role Model Chapter

For the fifth year in a row, the society of scientists dedicated to Advancing Hispanics/Chicanos and Native Americans in Science, or SACNAS, has honored the Colorado State University SACNAS Chapter with another major award. CSU is one of only eight chapters of 60 nationwide to be recognized with the Role Model Chapter Award for its Outstanding Chapter and Regional Leadership. The chapter is managed in the College of Natural Sciences by Arlene Nededog, director of Undergraduate Retention Programs. The Role Model award was based on numerous factors including an extensive analysis of the chapter's annual report and the types of activities accomplished, as well as chapter membership. The Colorado State chapter will be formally recognized at this year's SACNAS National Conference in San Jose, Calif., in October 2011.

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

A. 17th Biennial Colorado International Invitational Poster Exhibition at CSU

The 17th biennial Colorado International Invitational Poster Exhibition hosted by the Department of Art in CSU's School of the Arts, opened Sept. 16 and runs through Oct. 13 with the display divided between the Clara Hatton Gallery in the Visual Arts Building and the Curfman Gallery in the Lory Student Center. Now in its 32nd year, the biennial event features works of top poster artists and designers worldwide and is the only exhibition of its kind in the United States. This year it will feature works of 90 artists from 33 countries, including top international entrants and many new faces.

B. National Public Radio's Michele Norris Headlines CSU's Diversity Symposium

National Public Radio's Michele Norris headlined this year's Diversity Symposium at Colorado State University. Norris, co-host of NPR's longest-running national program, "All Things

Considered,” kicked off this year’s events with her keynote address Sept. 20 in the Main Ballroom of the Lory Student Center. CSU’s Diversity Symposium was held Sept. 20-22 in the Lory Student Center. “The Challenge of Civility” was the theme of this year’s symposium and will address topics concerning the necessary tools needed to deal with sensitive issues in a respectful and dignified manner in the context of a diverse society. Over the course of three days, more than 30 sessions were offered to the Colorado State University community to provide engagement in intelligent, thought-provoking discussions on a wide range of topics such as inclusion, social justice, and fostering a supportive learning environment. All sessions were free and open to the public.

C. Colorado State University International Colloquium Features Former Gov. Bill Ritter, Former U.S. Sen. Timothy E. Wirth

Colorado State University hosted the “International Colloquium: Managing Global Conflict Ten Years After 9/11” on Sept. 6-7 with former Gov. Bill Ritter and Timothy E. Wirth, president of the United Nations Foundation and former U.S. senator, among the featured panelists. Two former U.S. Ambassadors, Christopher Hill and J.D. Bindenagel, joined experts from the public and private sectors and CSU faculty at the event that for an exchange of ideas on energy, water, U.S. foreign policy, food safety, environmental conflict and cooperation, food security and the Middle East. Many of the panels highlighted how CSU is actively engaged in applying research around the world to help solve these global challenges.

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

A. Colorado State University One of Nation's Top Research Universities with Annual Research Spending Growing to \$330.8 Million in 2011

Despite a down economy, Colorado State University grew its annual research spending nearly 10 percent to \$330.8 million in Fiscal Year 2011 – the fourth year in a row that expenditures topped \$300 million and a record high for CSU, which already boasts one of the most productive research faculties in the country. Over the past six years, research spending at Colorado State has increased 24 percent, even at a time of significant cuts in federal research funding nationwide. For the most recent fiscal year, expenditures rose to \$330.8 million from \$302.9 million in Fiscal Year 2010. Of that \$330.8 million, federal awards-based expenditures increased 9 percent to \$236.6 million from \$211.7 million the previous year. Research expenditures reflect actual annual spending of funding from a variety of sources including federal, state and local government as well as private sector. Colorado State’s research dollars put the university on the map nationally: In the most recent report from the National Science Foundation for Fiscal Year 2008-2009, Colorado State ranks second in the nation among public research universities without a medical school. On a per-faculty basis, the NSF study ranks Colorado State first in federally funded research-and-development among all public institutions.

B. Study: Changing Climate Could Cut Western Trout Habitat in Half

A new study released Aug. 15 shows a changing climate could reduce trout habitat in the Western United States by about 50 percent over the next 70 years, with some trout species experiencing greater declines than others. The results were reported by a team of 11 scientists from Colorado State University, Trout Unlimited, the U.S. Forest Service Rocky Mountain Research Station, the U.S. Geological Survey and the University of Washington Climate Impacts Group. The study, published in the peer-reviewed science journal, *Proceedings of the National Academy of Sciences*, predicts native cutthroat throughout the West could decline by as much as 58 percent and introduced brook trout could decline by as much as 77 percent. Rainbow and brown trout populations, according to the study, would also decline by an estimated 35 percent and 48 percent, respectively. These losses would have major impacts on trout fishing, which generates hundreds of millions of dollars in recreation annually in the United States and is a major factor drawing anglers to Colorado and the West. The study notes that the decline of cutthroat trout is of particular significance because cutthroats are the only trout native to much of the West and a keystone species in the Rocky Mountain ecosystem.

C. Weather, Snow Models Built by CSU Researcher Help Arctic Canada's Inuit People

A Colorado State University atmospheric scientist is helping the physically isolated Inuit people on Canada's Baffin Island with a groundbreaking weather model that quickly identifies and predicts dangerous snow and wind conditions. The model, developed by Glen Liston, a senior research scientist in CSU's renowned Cooperative Institute for Research in the Atmosphere, is part of a larger National Science Foundation project to examine the effects of climate change on human populations. Liston and his research team have installed three weather stations on the island to measure such things as snow depth and wind speed in real time and – through Liston's modeling – account for blowing snow as well as future conditions.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. CSU Receives \$2 Million from Shell Oil for Endowment in Restoration Ecology

Shell Oil Company on Aug. 8 endowed a \$2 million chair in Colorado State University's Warner College of Natural Resources. Mark Paschke, associate professor of restoration ecology in the Department of Forest and Rangeland Stewardship, has been designated the Shell Endowed Chair in Restoration Ecology. Paschke will continue his research on mitigating ecological impacts associated with energy development in the Rocky Mountain region.

B. Colorado State University Obtains \$2.5 Million in Partnership with NSF, Abound Solar to Increase Solar Efficiency

Two of Colorado State University's most prominent solar scientists on Aug. 12 received \$2.5 million from the National Science Foundation and Abound Solar to reduce the cost of solar-powered electricity. Professors W.S. Sampath and Jim Sites have obtained a \$1 million NSF Accelerating Innovation Research grant designed to speed up the process of getting innovation

into the marketplace – only one of seven grants awarded around the country and the only award for solar. Abound Solar committed \$1.5 million for the project as part of a matching-grant requirement.

C. Colorado State University Biologists Tackle Bigger, Better Plants for Biofuels with \$1.3 Million Grant from DOE, USDA

Three Colorado State University plant biologists on Aug. 15 received a \$1.35 million grant from the U.S. Department of Energy and the U.S. Department of Agriculture to genetically engineer bigger and better plants that could provide more physical mass for biofuels. The grant, which is part of the DOE's Plant Feedstock Genomics for Bioenergy program, is one of only 10 grants awarded around the country this year and the only one in Colorado. Leading the project are University Distinguished Professor Jan Leach and Associate Professor John McKay, both in the Department of Bioagricultural Sciences and Pest Management, and Professor Daniel Bush in the Department of Biology. Other partners on the grant include representatives from the International Rice Research Institute in the Philippines, Virginia Tech and Rutgers University.

D. CSU and Trimble Create Unique Fort Collins Training Center to Boost Crop Yields While Conserving Natural Resources

A new collaboration between Colorado State University and Trimble will create a unique Fort Collins training center aimed at enabling farmers to boost crop yields while conserving natural resources. CSU's Agricultural Research, Development and Education Center, a facility focused on livestock and crop production, recently inked the deal with Trimble to outfit more than a dozen ARDEC tractors, implements and other machinery with GPS and additional positioning technologies used for precision agriculture. Trimble will use ARDEC as a comprehensive training center for dealers of its agricultural products – training passed on to farmers using the technologies.

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

A. Colorado State University Students Finish Busy First Season as Wildland Firefighters

Three Colorado State University students and another from West Virginia University wrapped up their first wildland firefighting season, which turned out to be an unusually active one. Warner College of Natural Resources students Steve Cox, Morgan Derr and Ben Spatola and WVU student Evan Hoffman served as wildland firefighters this summer through internships offered by the Colorado State Forest Service. From May until late August, the interns staffed two engines based in the CSFS Fort Collins District. Over the summer, they gained invaluable hands-on experience fighting and learning about wildland fire, spending time on wildfires around the state and as far away as Georgia. The CSFS is a service and outreach agency of the Warner College of Natural Resources at CSU.

B. CSU Online Student Affairs in Higher Education Master's Degree Available Fall 2012

Colorado State University OnlinePlus announced on Aug. 4 a new online Student Affairs in Higher Education master's degree that prepares students for a career in student affairs through curriculum taught by faculty who are both scholars and practitioners of student affairs. Learning from other professionals provides a real-world perspective to coursework similar to what students will encounter in their careers.

VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT

A. Community Welcome Volunteers Knock On 2,000 Doors of Near-Campus Homes

To educate CSU students living off campus about local ordinances and good neighboring behavior, more than 100 volunteers -- including CSU staff and students, Fort Collins police officers, and city staff -- on Aug. 24 knocked on the doors of more than 2,000 homes near campus. In addition to educating students about good neighboring behaviors associated with off-campus living, the event was created to share information with long-time homeowners and welcome students back to Fort Collins. Each team stressed the importance for forming positive relationships with those living in close proximity to campus.

B. School is Cool Volunteers Stuff Backpacks, Distribute School Supplies for 20th Year

For the 20th consecutive year, Colorado State University volunteers in August stuffed backpacks with school supplies for Poudre School District K-12 students. The program, originated by CSU staff, calls on faculty and staff to donate school supplies for those in need in the community. This year, the School is Cool program distributed about 2,600 backpacks filled with supplies to area students. This year's effort was supported by the Fort Collins-based Bohemian Foundation. Additional in-kind donations were provided by the CSU Bookstore. Since 1992, School is Cool has provided supplies to more than 24,000 local students.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING, MARKETING

A. Report on Private Support

	August 2011		FY12 (July - August)		FY11 (July - August)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$2,196,071	3,275	\$7,945,073	5,068	\$4,832,536	5,454
Irrevocable Planned Gifts	-	-	-	-	-	-
Revocable Gifts and Conditional Pledges	\$3,410,000	2	\$3,461,870	5	\$2,300,000	4
Payments to Commitments Prior to Period	(\$159,071)	351	(\$3,744,797)	630	(\$1,561,212)	511

Total Philanthropic Support	\$5,447,000	2,961	\$7,662,145	4,504	\$5,571,324	4,988
Private Research	\$1,928,942	25	\$2,739,139	32	\$2,513,127	30
Net Private Support	\$7,375,942	2,986	\$10,401,284	4,534	\$8,084,451	5,016

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

Mrs. Carolyn Berghoefer

\$2,660,000 revocable commitment to support the *Berghoefer Scholarship Endowment*, Division of Student Affairs.

Anonymous Donor

\$750,000 revocable commitment to support the *Liberal Arts Scholarship Endowment*, College of Liberal Arts.

CD-adapco

\$483,000 use of property to support the *EcoCAR 2*, College of Engineering.

Mrs. Ying Lee

\$300,000 gift designated as \$150,000 to support *Conservation Leadership Through Learning*, Warner College of Natural Resources and \$150,000 for *Student Support*, Division of Enrollment and Access.

Chevron Energy Technology Co.

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

Norman K. Jorgensen, D.V.M. and Mrs. Ann Marie Jorgensen

\$100,000 pledge to support *ERL Rebuilding and Renovation*, College of Veterinary Medicine and Biomedical Sciences.

Rockefeller Brothers Fund, Inc.

\$100,000 gift to support the *Center for New Energy Economy*, Office of the President.

B. Colorado State University Students wield 200 Gallons of Paint to Spruce-up University's Iconic 'A'

More than 100 Colorado State University students wielded some 200 gallons of white paint on Aug. 27 to give the university's iconic "A" its annual spruce-up. The tradition of painting the "A" dates to 1924 and is meant to simultaneously refresh a Fort Collins historic landmark while also carrying forward a CSU tradition that connects students to the university community. The "A" on the foothills above Hughes Stadium west of Fort Collins is a testament to the history of CSU: The University earlier was known as Colorado A&M, home to the "Aggies." The hillside

icon – visible from miles away – is 450 feet high, some 200 feet wide, and one of the largest university symbols of its kind in the nation.

C. 30th-Annual CSU Ag Day Held Sept. 10

Ag Day, a Colorado State University trademark event that celebrates the state’s agricultural industry and the bounty of food it provides, began as a small beef barbecue launched by CSU athletics legend Thurman “Fum” McGraw. The event, which marked its 30th anniversary on Sept. 10, has grown dramatically through the years and now annually draws some 3,500 people for a football-day feast of Colorado-grown food. Colorado Commissioner of Agriculture John Salazar recognized people who have contributed to Ag Day’s success through the years. Ag Day showcases many commodities that have blossomed in Colorado with knowledge gained from CSU research. Even more, Ag Day proceeds provide critical funding for scholarships granted to deserving students in the College of Agricultural Sciences. Each year, the event typically funds between 12 and 15 student scholarships amounting to \$2,000 each. Colorado Gov. John Hickenlooper proclaimed Sept. 10 “CSU Ag Day” in the state of Colorado.

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Commitment to Campus Benefits Expanded Again for CSU Employees

Under the leadership of Vice President for University Operations Amy Parson’s leadership, CSU is continuing to add new privileges and benefits for faculty and staff through its Commitment to Campus initiative—a package of programs designed to provide an outstanding, supportive employment environment at Colorado State. Employees can now enjoy half-off discounts for services offered through the Kendall Anderson Nutrition Center; free tickets to CSU School of the Arts events and select CSU Athletics games; and The Employee Assistance Program at CSU is offering a new benefit called FamilySource to help employees work out some of the more complex and time-consuming issues in their lives. Additionally, as part of the Commitment to Campus, CSU announced a new Childbearing Leave policy, approved by the Board of Governors this summer, for eligible women in faculty and administrative professional positions.

IX. RESOURCES AND SUPPORT: GUARANTEE FINANCIAL STABILITY

A. Research Innovation Center on Colorado State University Foothills Campus Achieves LEED Gold Rating

The 60,000-square-foot Research Innovation Center located on Colorado State University’s Foothills Campus has earned Gold certification from the U. S. Green Building Council’s LEED program. LEED, or Leadership in Energy and Environmental Design, benchmarks the sustainable efforts and features of buildings constructed in the United States. To reach a Gold rating, a building must achieve sufficient points based on sustainable standards such as responsibly managing construction waste, incorporating natural lighting and implementing energy-saving fixtures.

B. Colorado State University Residence Halls Open with Major Renovations

More than 5,200 students moved onto the Colorado State University campus beginning Aug. 18. The halls opened at full capacity this year with a handful of late applicant students assigned to temporary spaces. CSU moved students in temporary housing to permanent rooms within the first week or two of classes. Colorado State's campus housing looked very different this year with several major renovation and construction projects recently completed or currently underway with new landscaping at Edwards and Ingersoll halls and adding new exteriors to Corbett Hall and Parmelee Hall. Construction began in May to add a fourth floor to Parmelee, which opened in the 1960s.

X. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. CSU, Governor's Energy Office Collaborate on Energy Efficiency

Colorado State faculty and researchers will collaborate with the Governor's Energy Office on a unique program to enhance energy efficiency across state government operations that employ 30,000 state workers. The Governor's Energy Office on Aug. 16 signed an agreement with the Center for Multiscale Modeling for Atmospheric Processes, or CMMAP - a multi-institutional Science and Technology Center based at Colorado State - to implement mandatory energy-saving requirements. The state's Greening Government initiative includes such measures as reducing energy, water and paper use. Colorado State researchers and students will work closely with the initiative on cutting-edge research related to state data on energy use and greenhouse gas emissions.

B. Popular Science Lists Colorado State University Engines and Energy Conversion Laboratory One of Nation's Top 25 Academic Laboratories

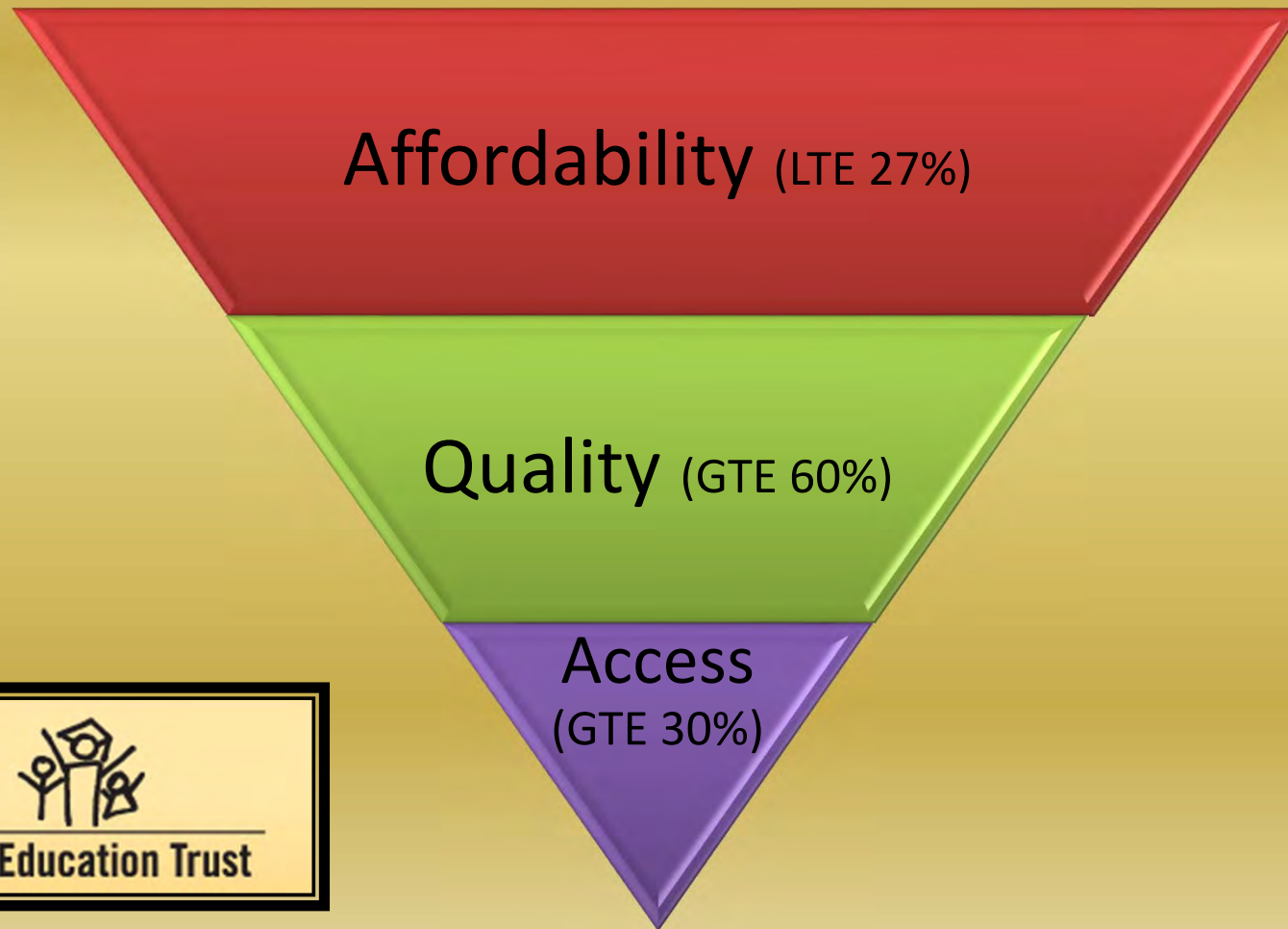
Making a two-story, 2,300-horsepower engine more efficient and cleaner burning is just one of many cool study opportunities at Colorado State University's Engines and Energy Conversion Laboratory – one of *Popular Science* magazine's 25 Most Awesome College Labs for 2011, published in the magazine's September issue. The Engines and Energy Conversion Laboratory, known as the EECL, is the only academic laboratory in Colorado in the magazine's September issue. *Popular Science* recognized the lab in 2010 in its list of top 30 "amazing, hands-on programs that are almost too much fun for credit."

Net Price Comparative Analysis



Colorado State University

Priced Out: How the Wrong Financial Aid Policies Hurt Low-Income Students



Methodology

- Integrated Postsecondary Education Data System (IPEDS)

- BOG Peers and Colorado 4-year

Affordability: Net price (base resident tuition minus average grant/scholarship aid)

Quality: Graduation rate (6-year)

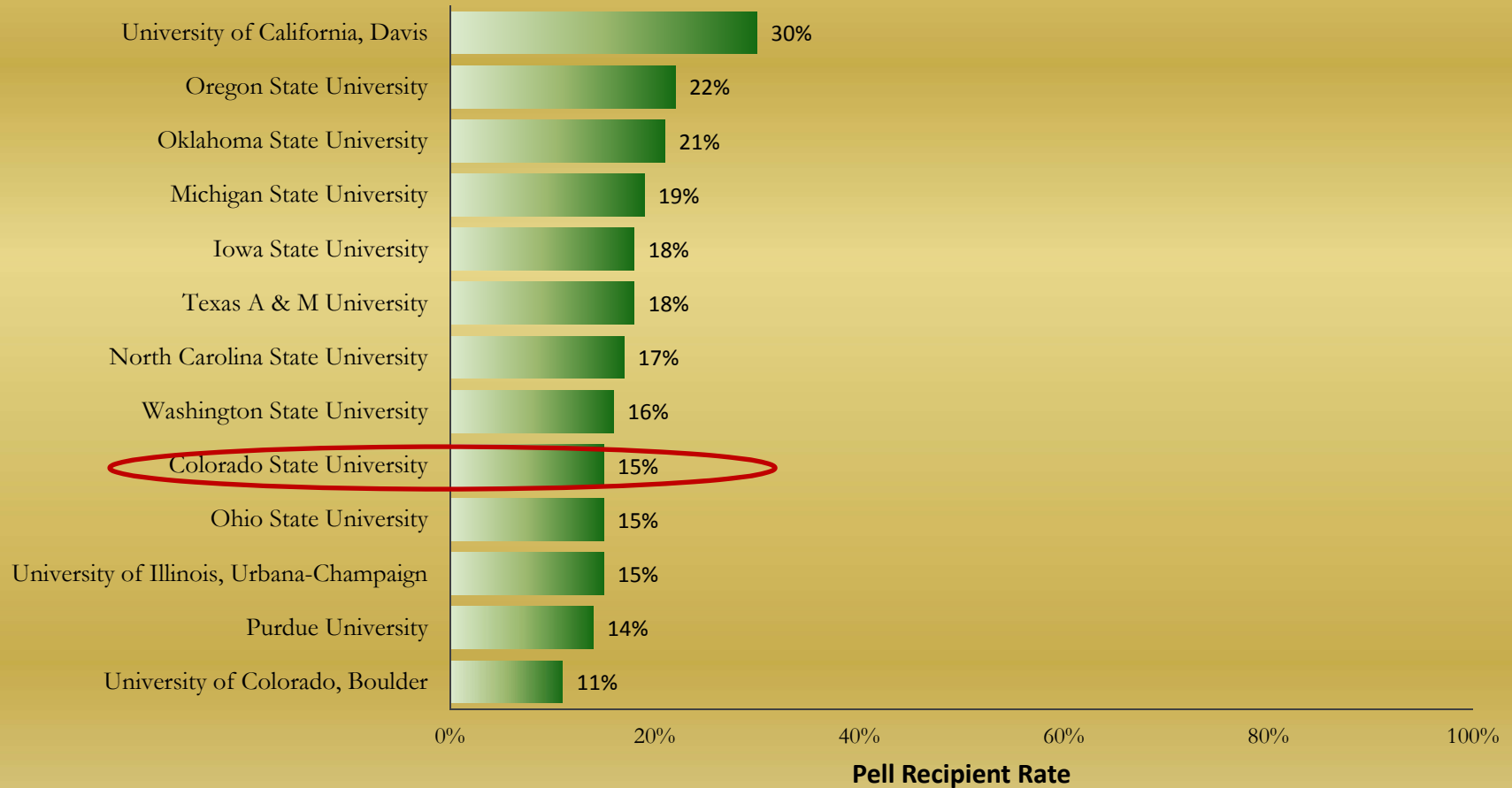
Access: Pell Grant recipient rate



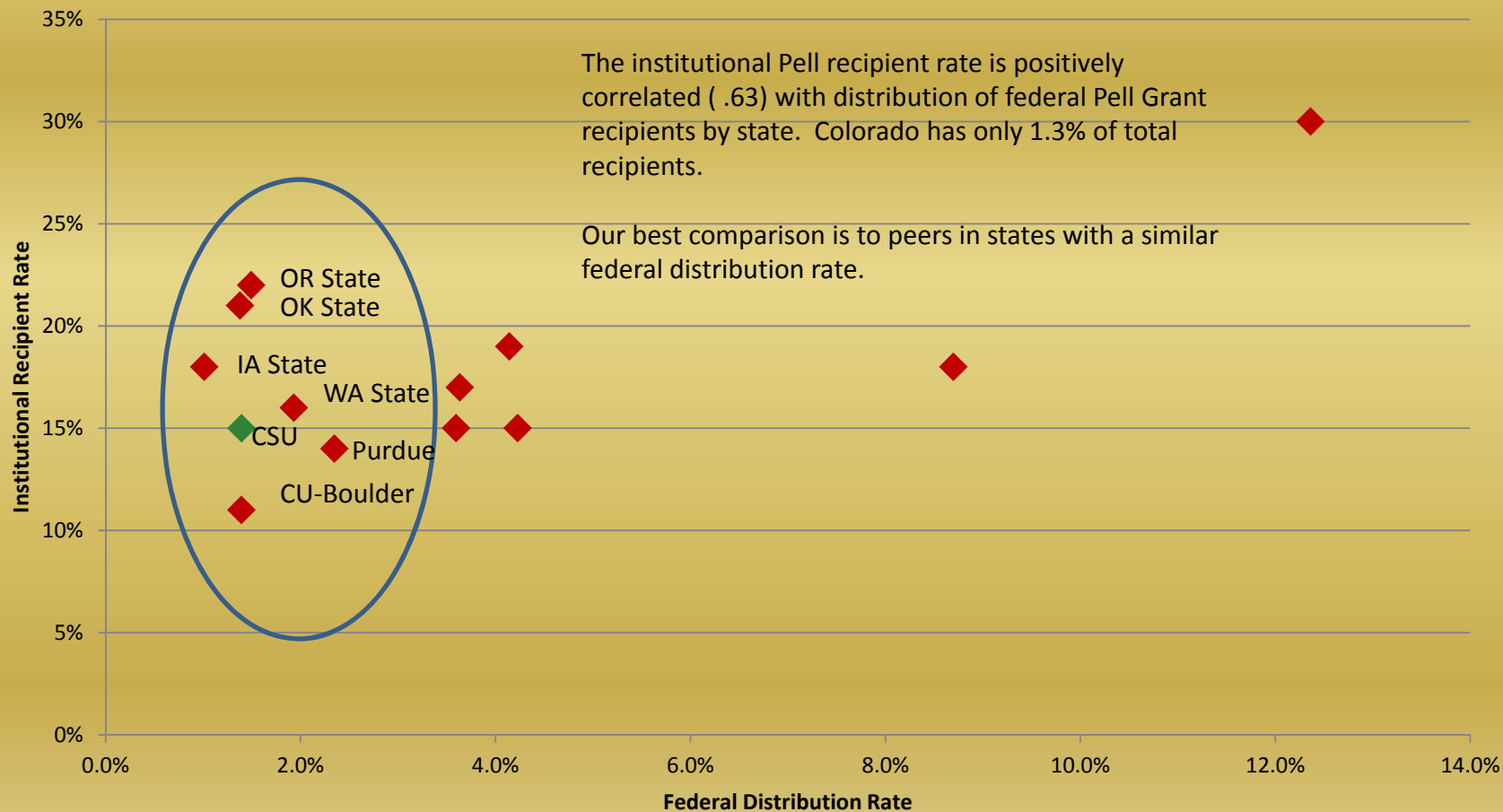
Limitations

- Data only include resident students who file a FAFSA. Students who do not complete a FAFSA do not have their scholarship aid included in the analysis
- This results in an overestimation of the net price for upper-income students
- While net price population is narrowed, the graduation rate and Pell recipient rate include ALL FTFT freshmen (including nonresidents and non-FAFSA filers)

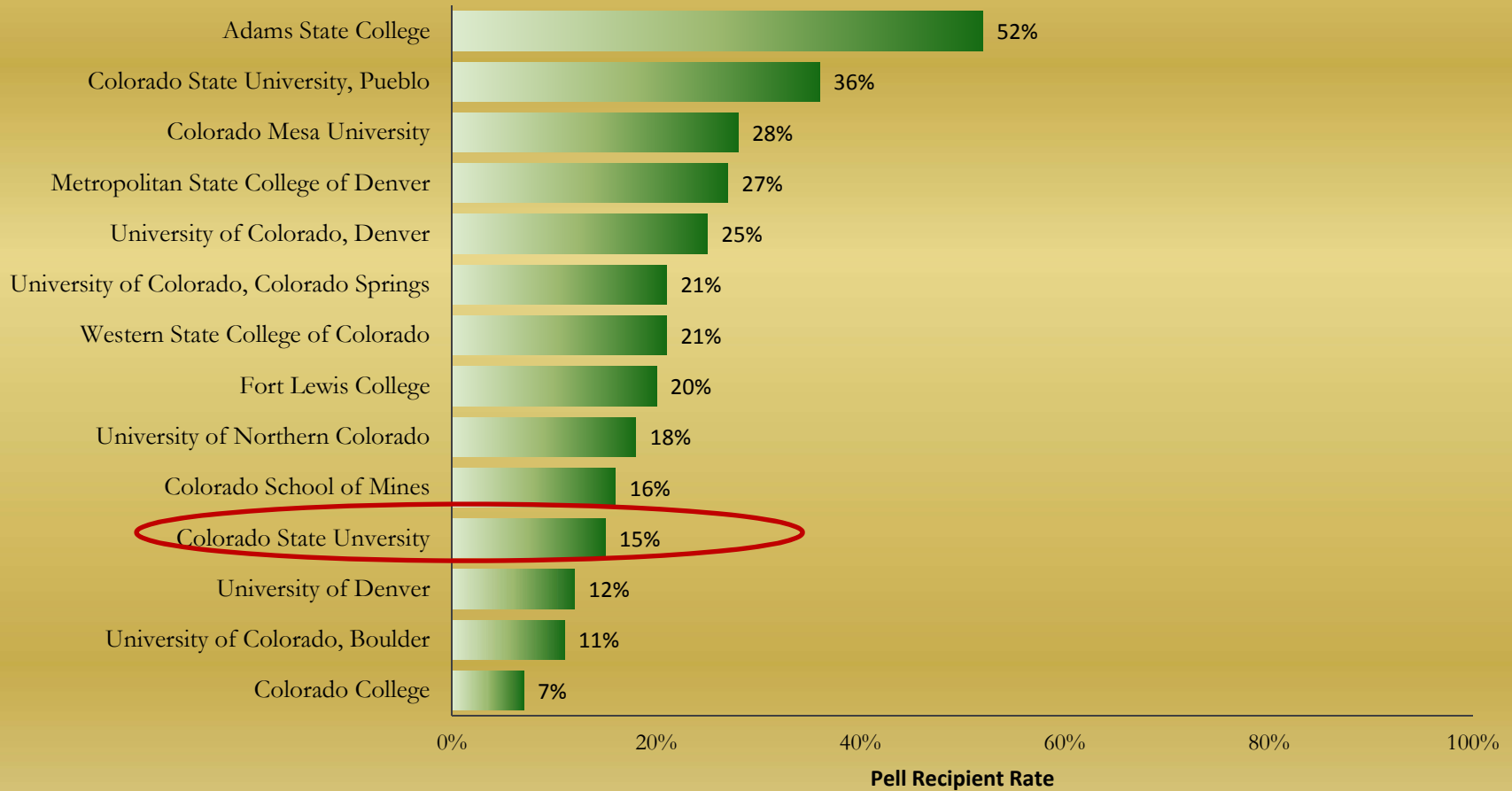
Pell Recipient Rate (BOG)



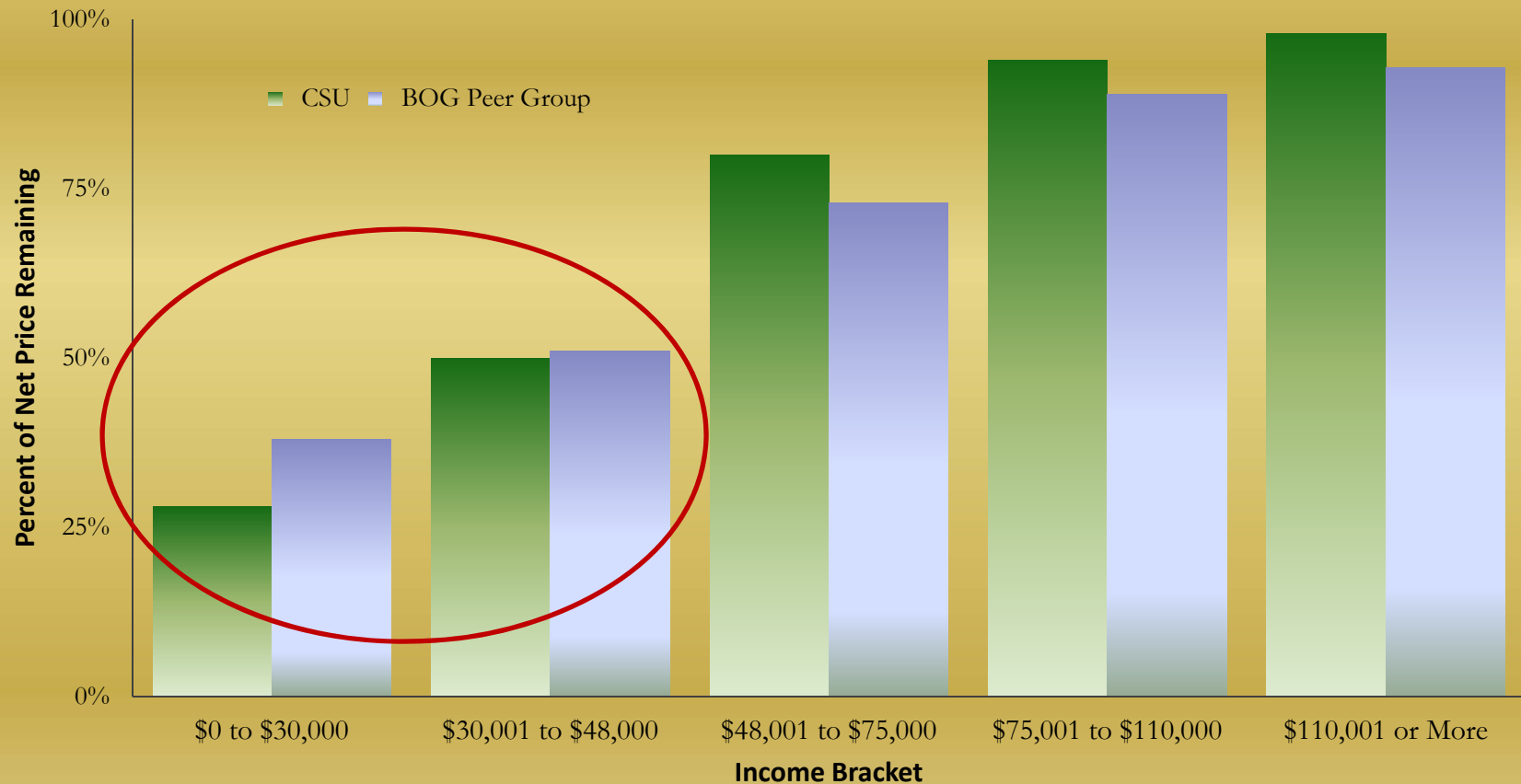
Pell Recipient Rate in Perspective



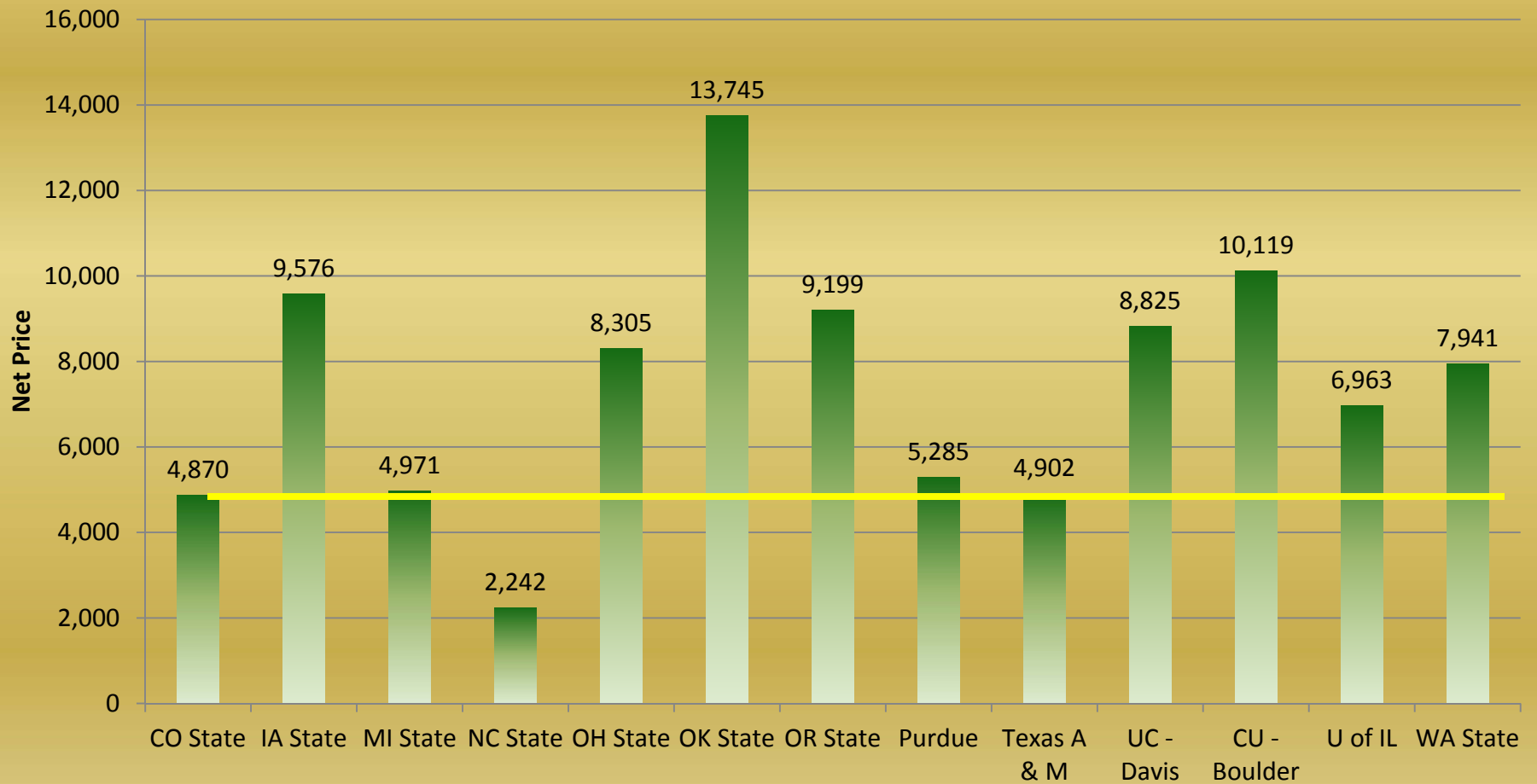
Pell Recipient Rate (CO)



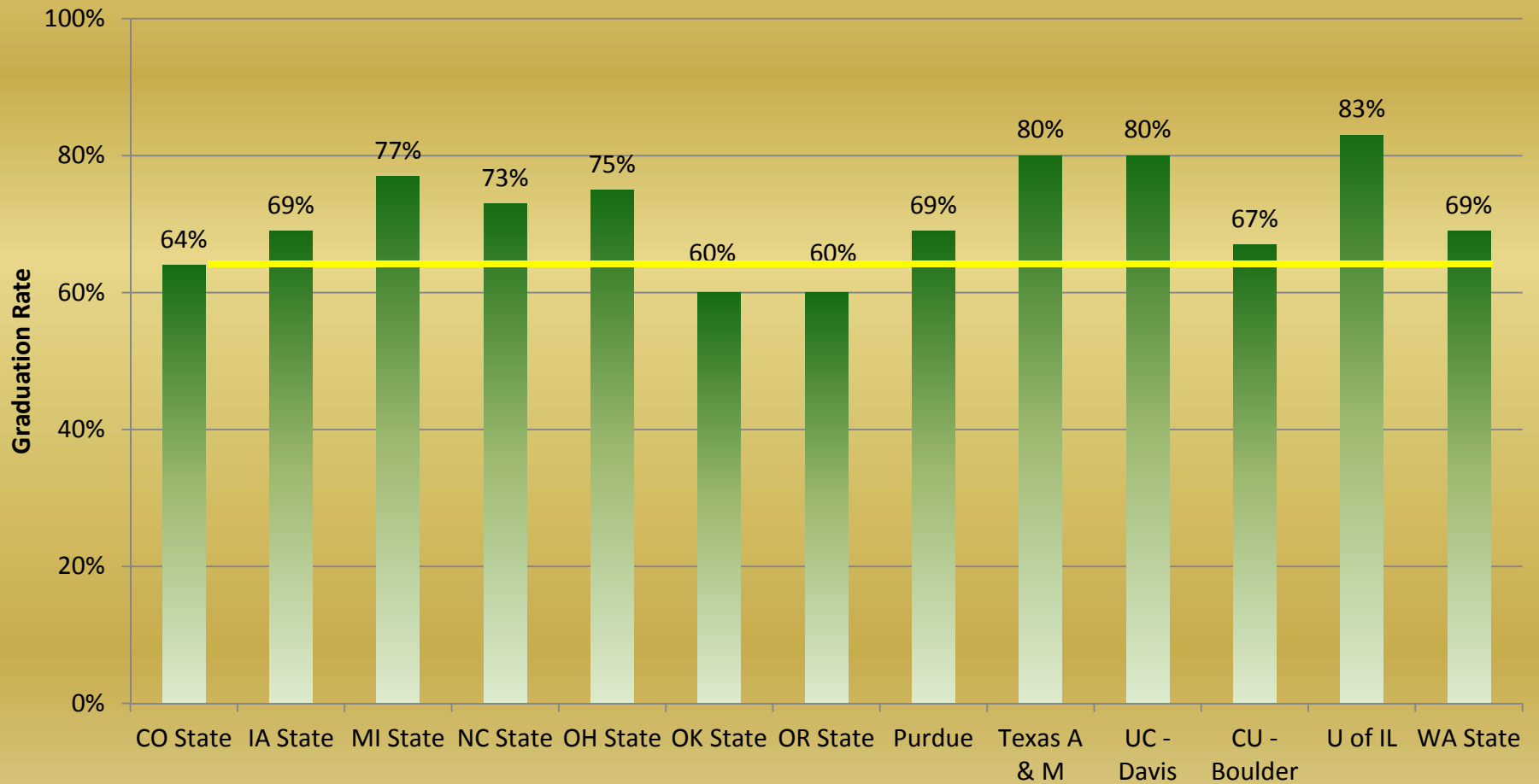
Percent of Net Price Remaining After Aid (BOG)



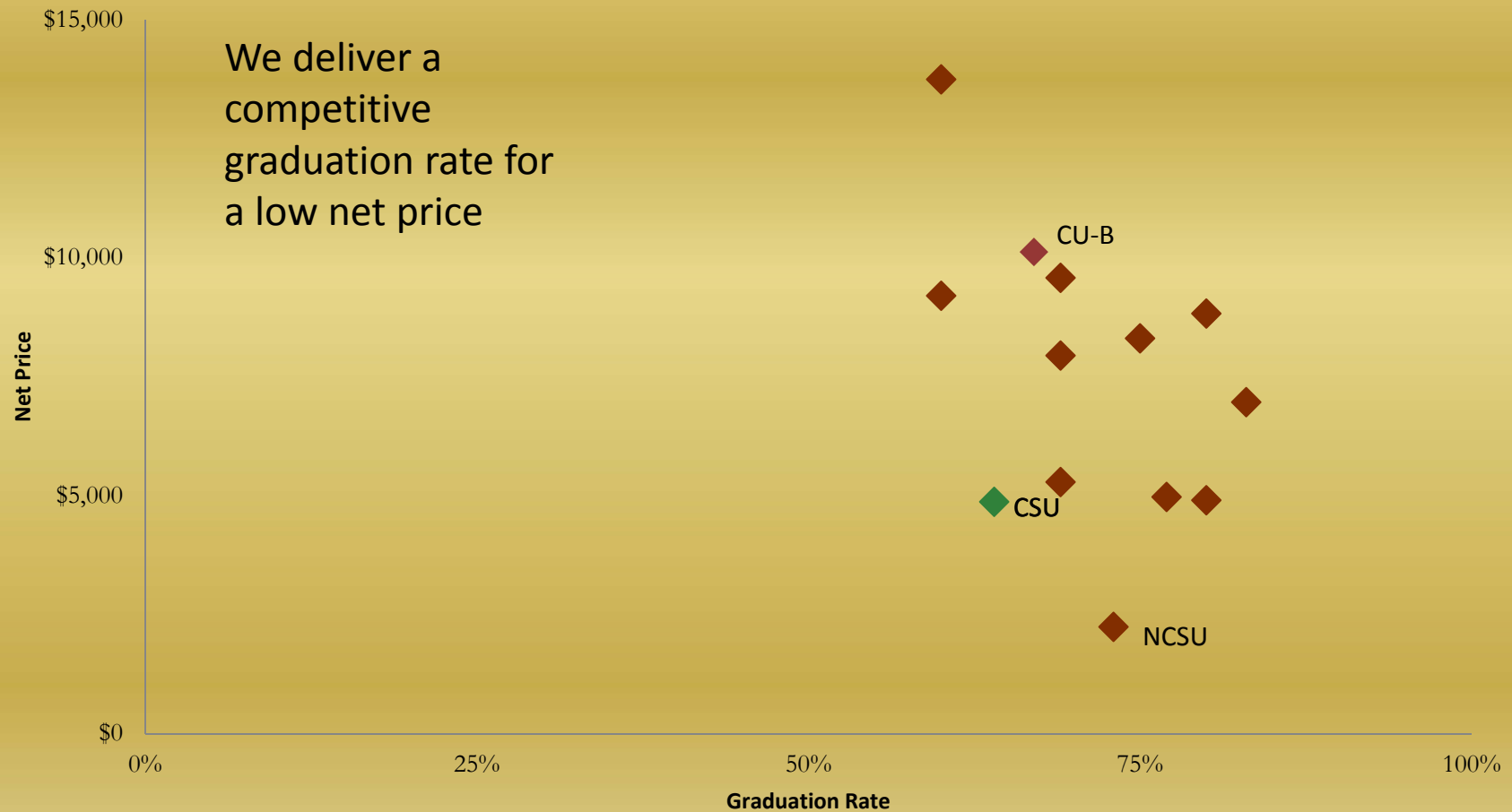
Net Price Remaining After Aid (BOG)



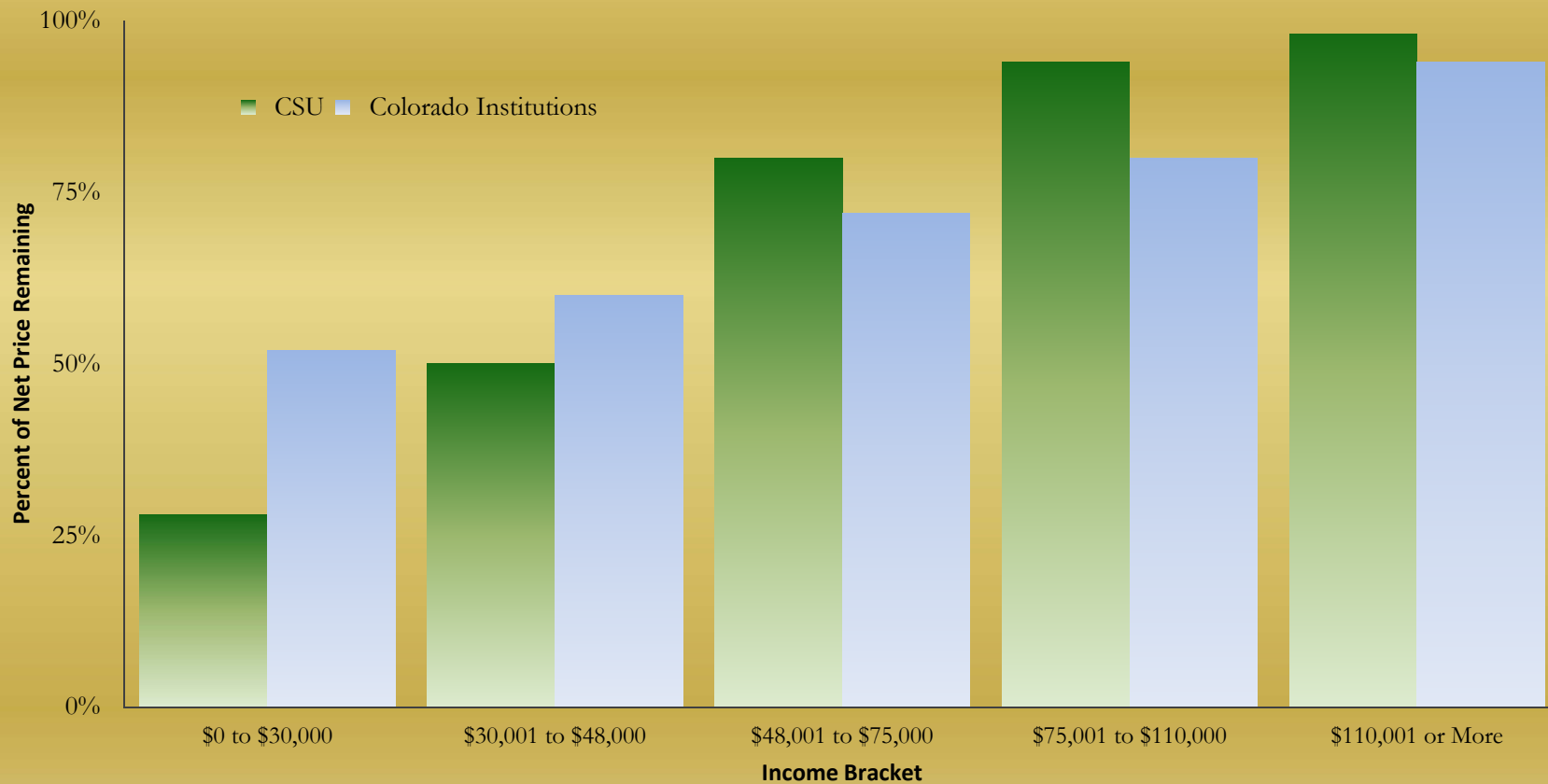
Graduation Rates (BOG)



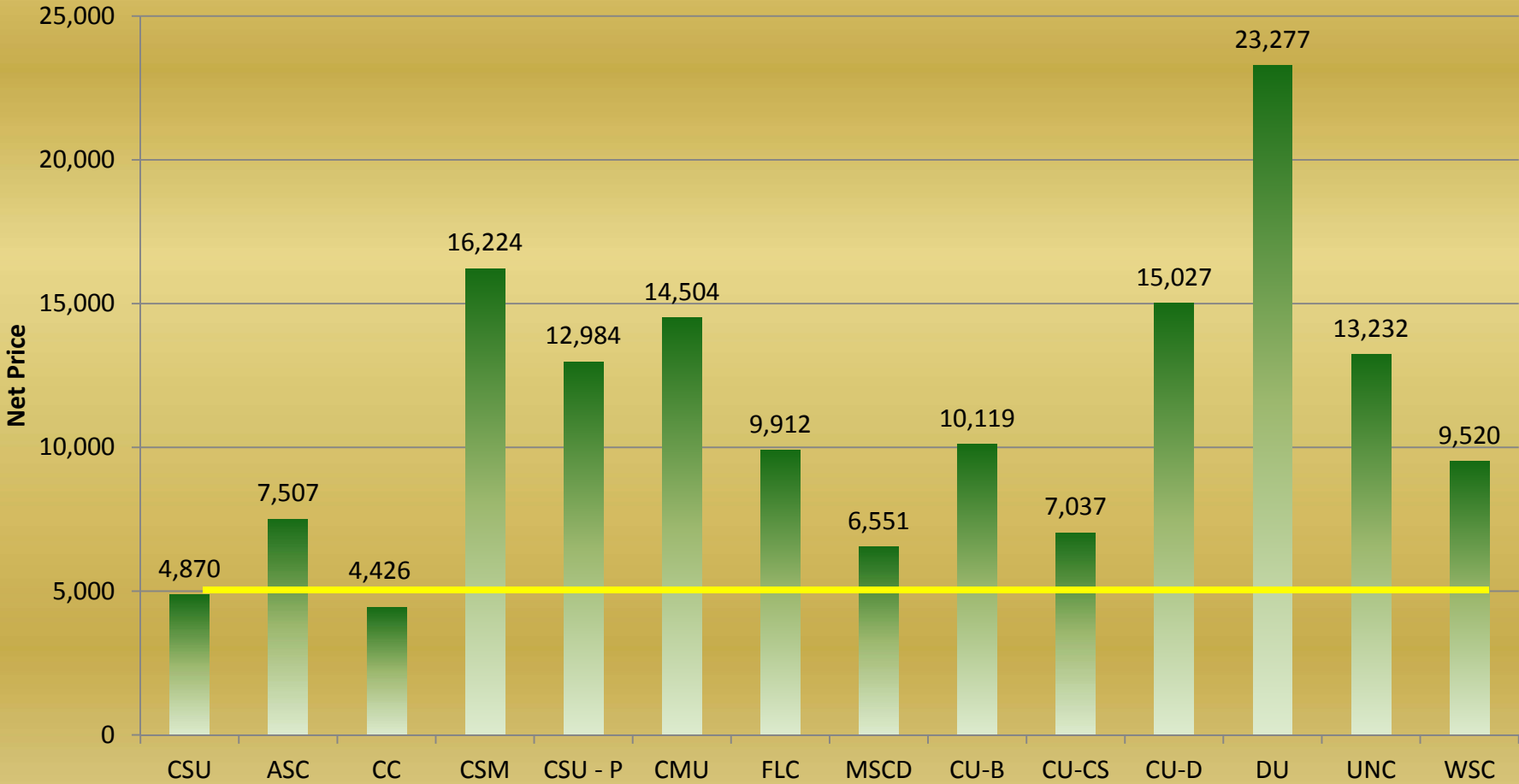
BOG Net Price and Graduation Rate (\$0-\$30,000)



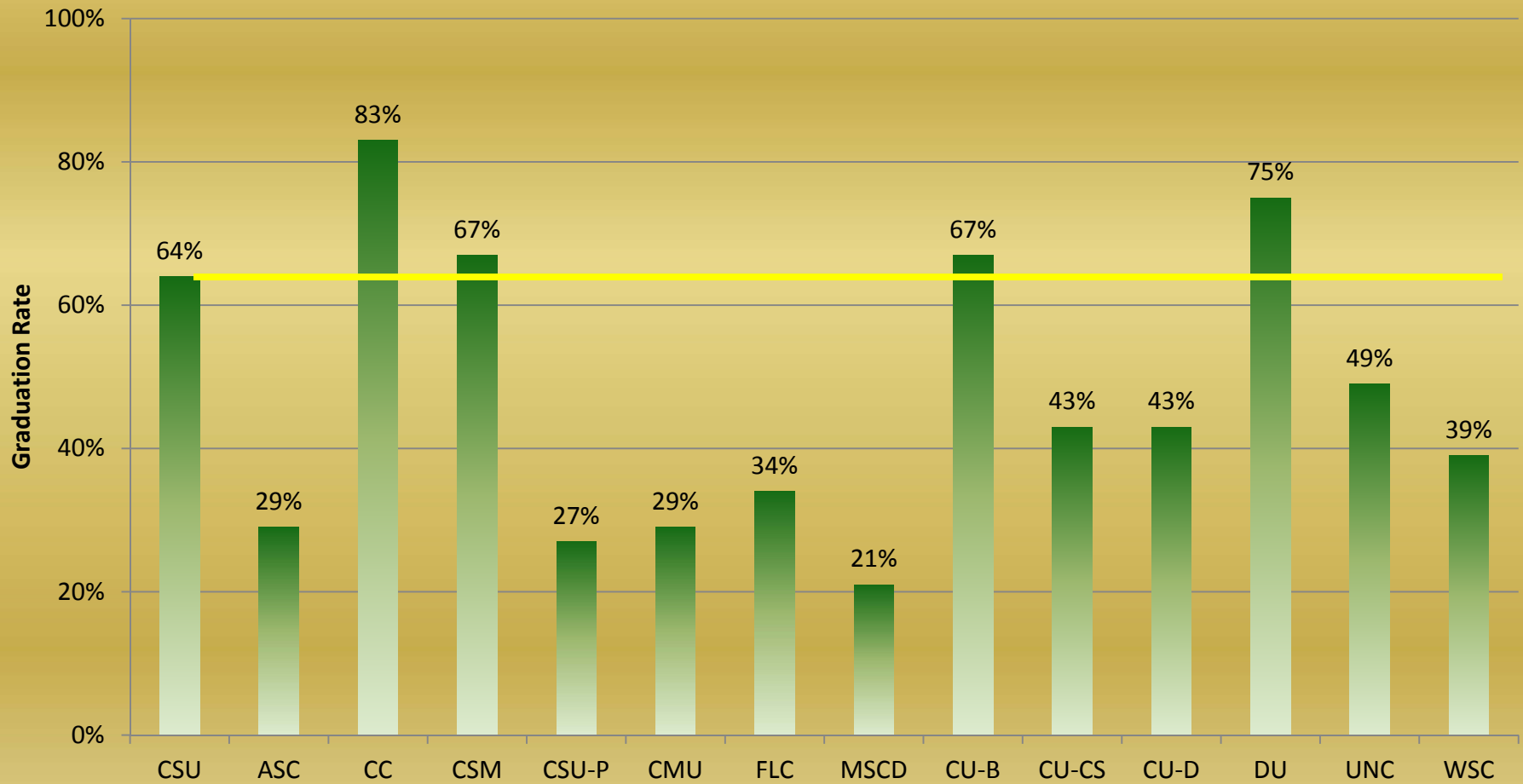
Percent Net Price Remaining After Aid (CO)



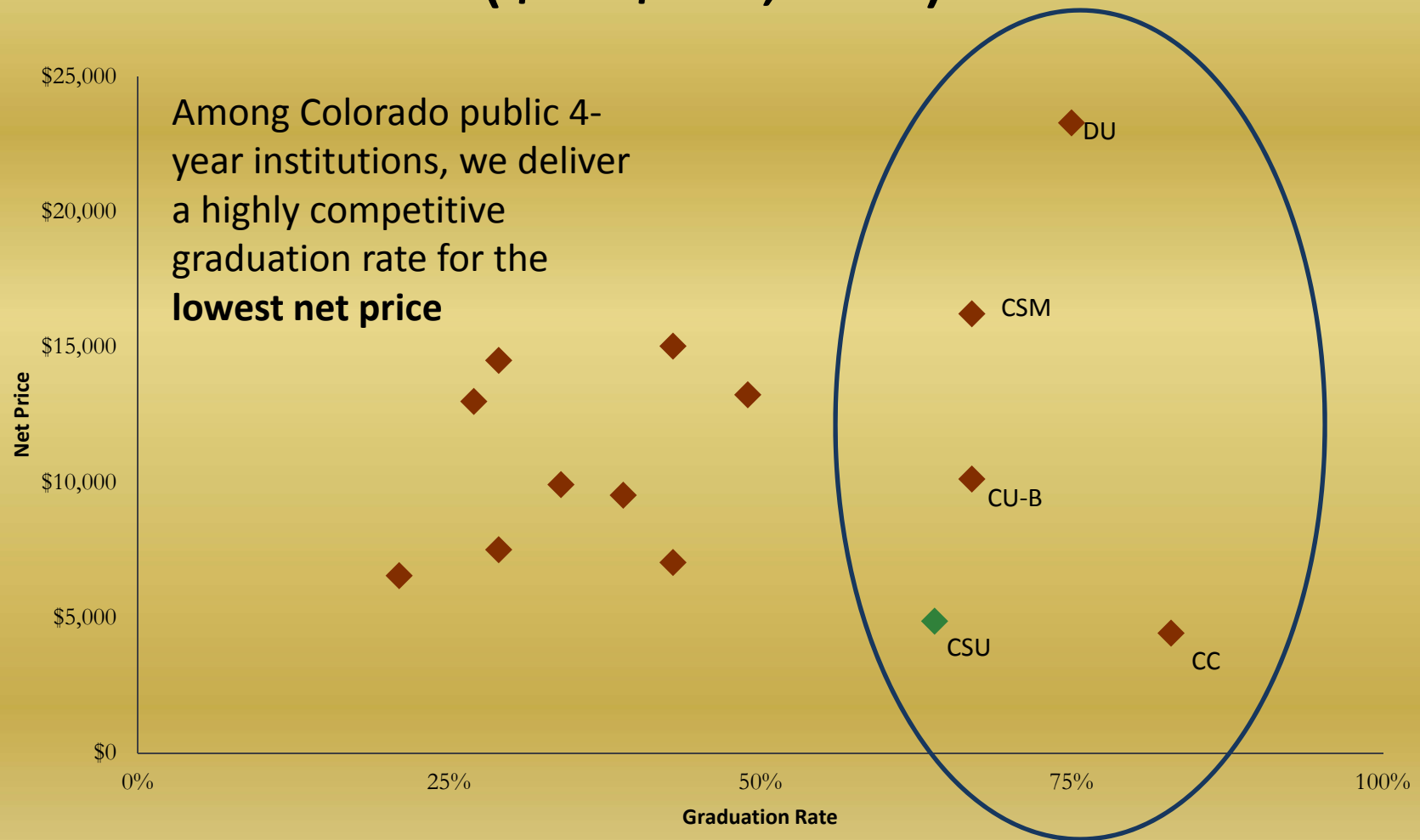
Net Price Remaining After Aid (CO)



Graduation Rates (CO)



CO Net Price and Graduation Rate (\$0-\$30,000)



Conclusions: Affordability

- The low income students are particularly well served by our financial aid policies; this is in contrast to The Education Trust report
- CSU does a better job of off-setting net tuition costs for the lowest income students than do our peers either nationally or within Colorado

Conclusions: Quality

- Our 64% graduation rate is good but could be better
- Raising our graduation rate even five percentage points would have a large impact since the range is relatively small
- Recently we have seen increases in retention rates – hope to see that translate into higher graduation rates

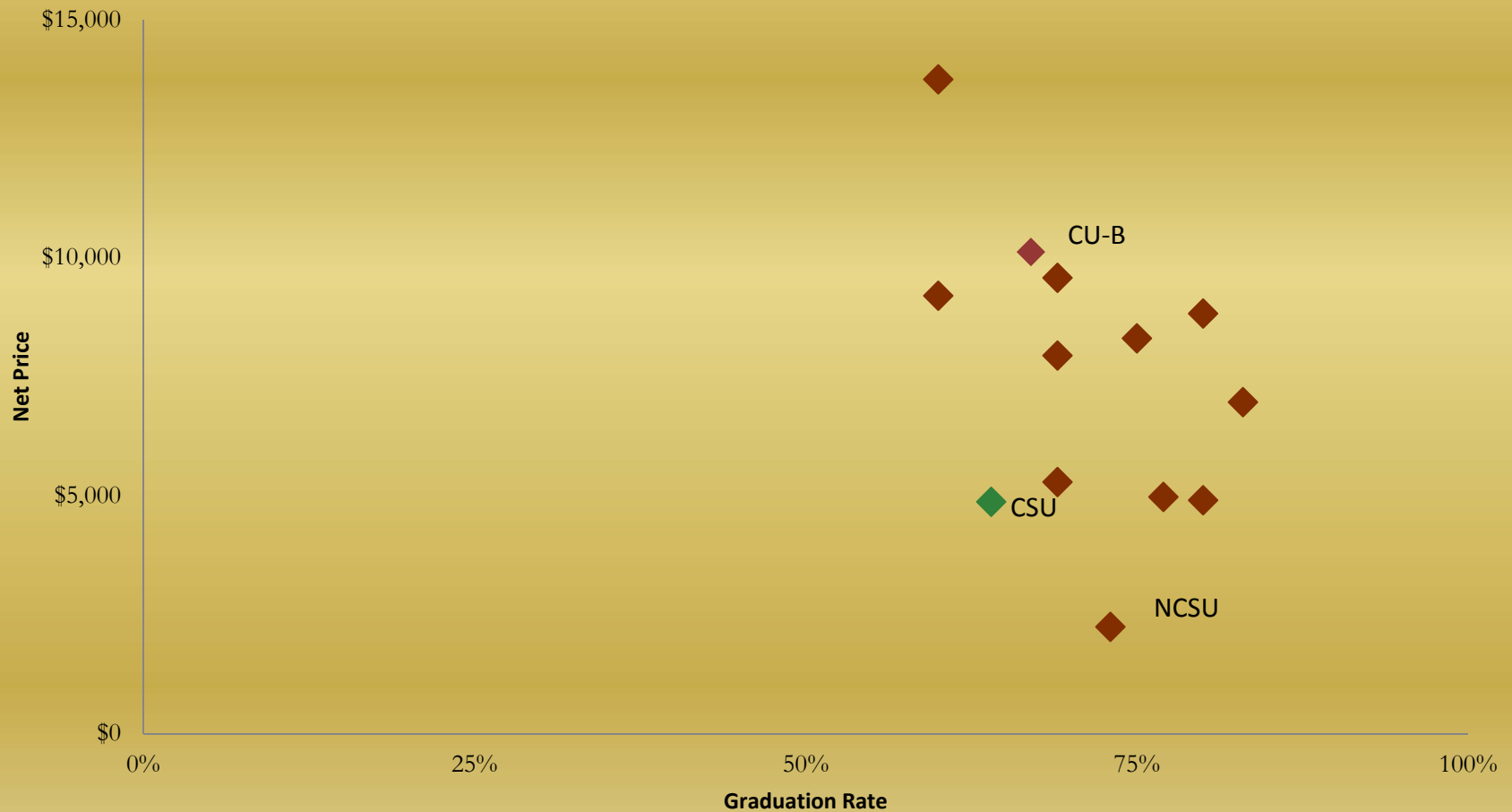
Conclusions: Accessibility

- We rank 10 of 13 compared to Colorado institutions with respect to Pell Grant recipient rate. Why?
- How will our Commitment to Colorado impact each income bracket?

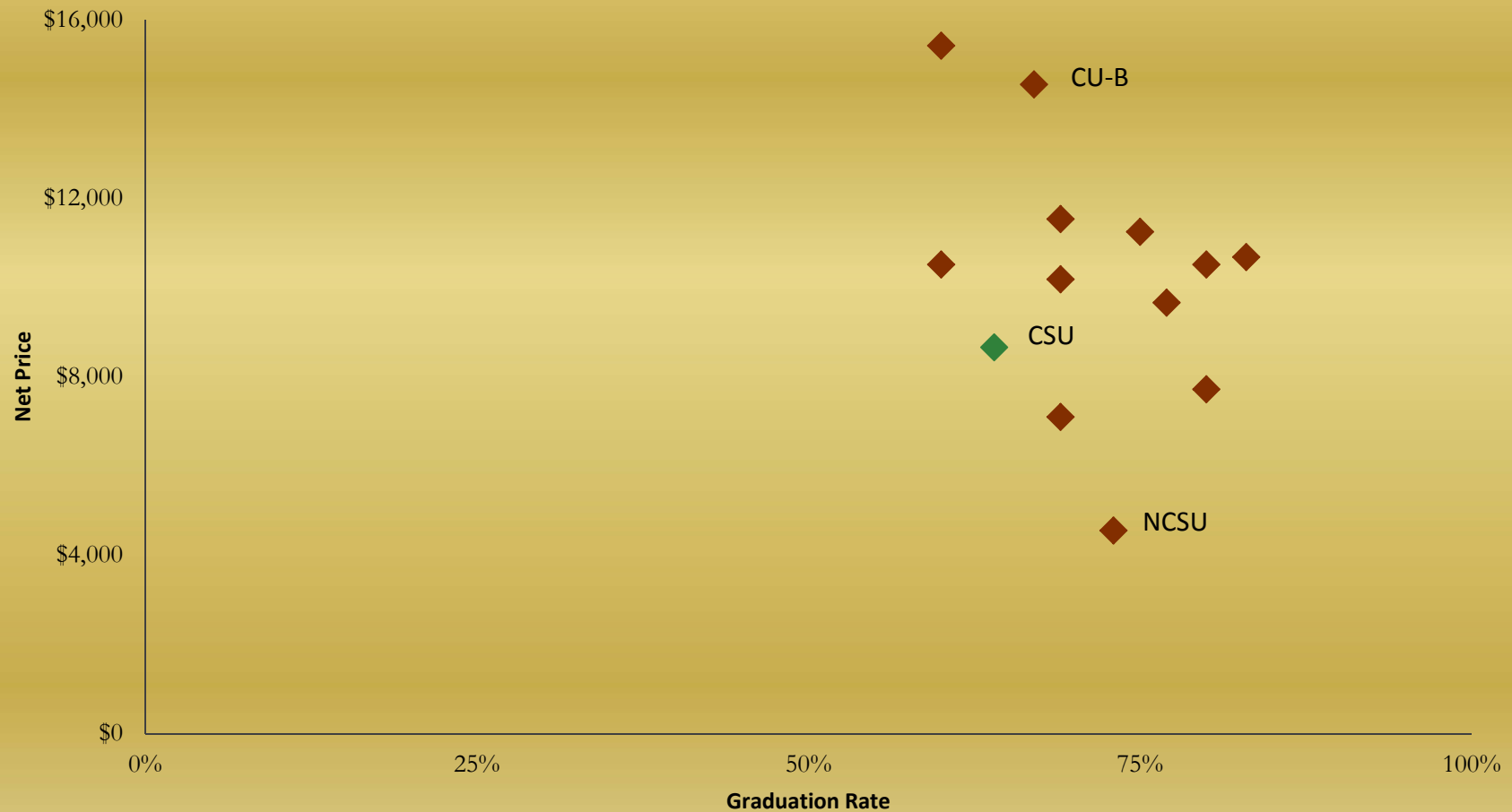
More Detail by Income Group

- IPEDS does allow us to break down the previous data by income brackets
 - \$30,000 or less
 - \$30,001 - \$48,000
 - \$48,001 - \$75,000
 - \$75,001 - \$110,000
 - \$110,001 or more
- However, the trends are consistent regardless of income bracket

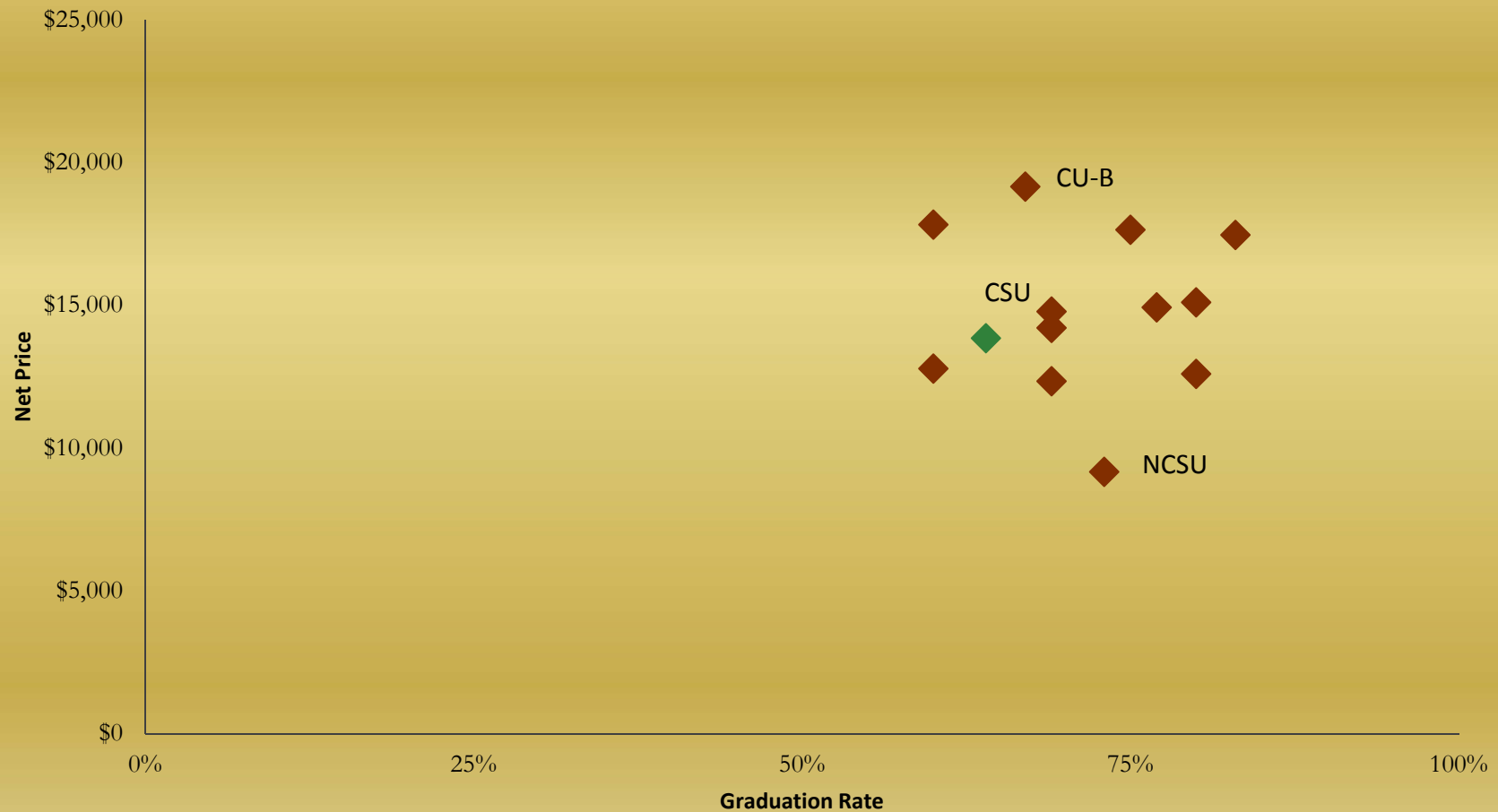
BOG Net Price and Graduation Rate (\$0-\$30,000)



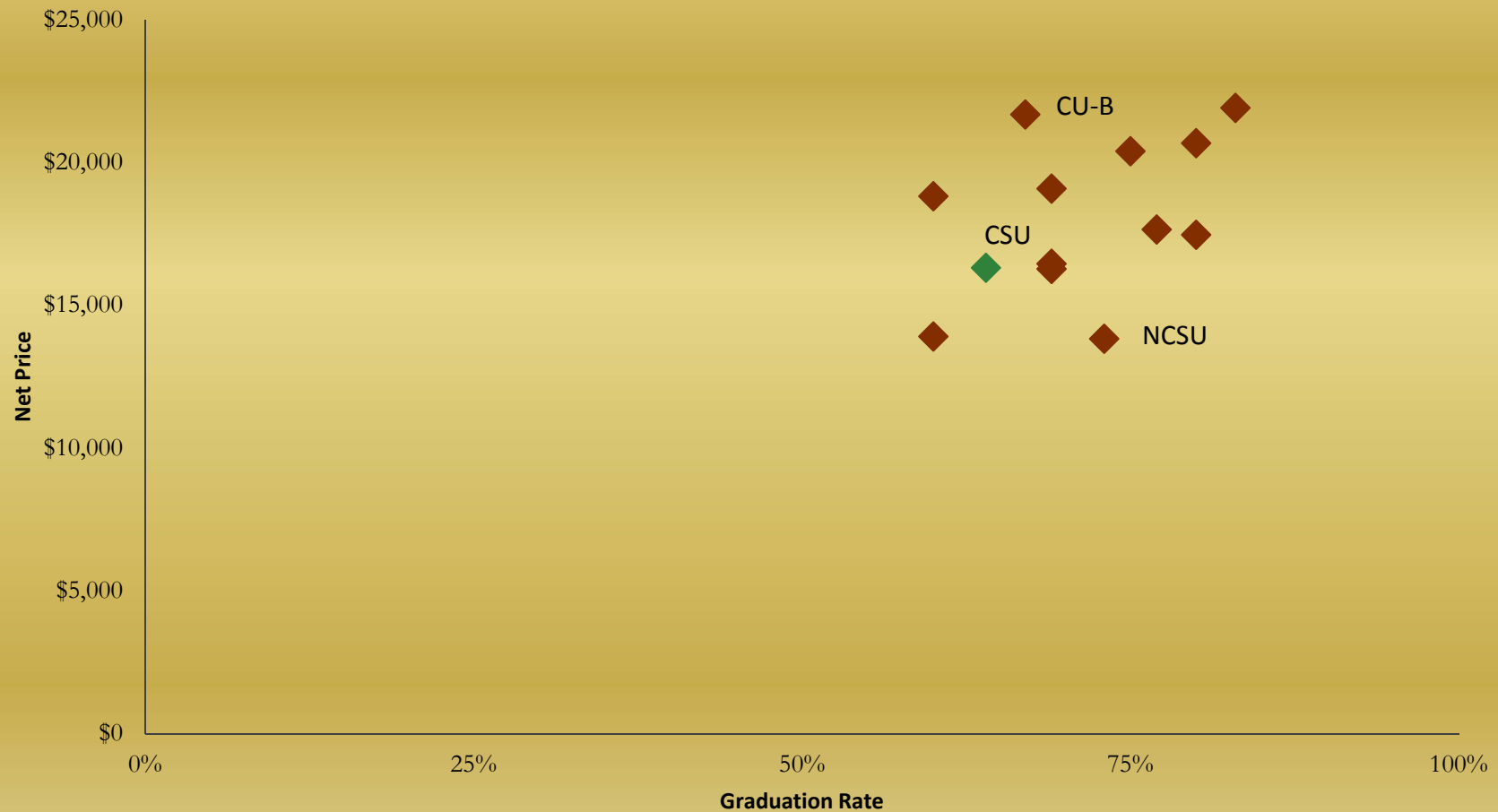
BOG Net Price and Graduation Rate (\$30,001-\$48,000)



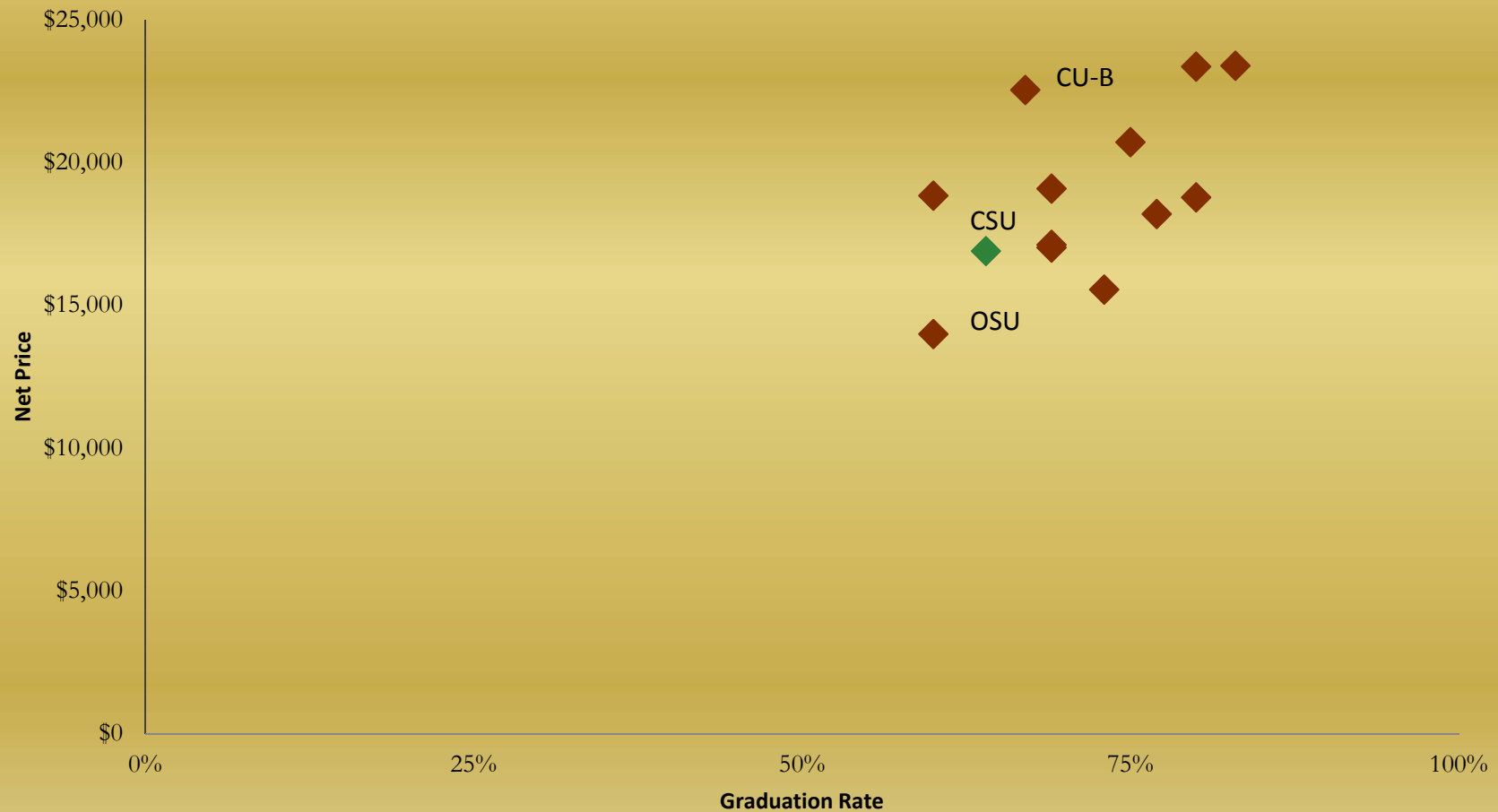
BOG Net Price and Graduation Rate (\$48,001-\$75,000)



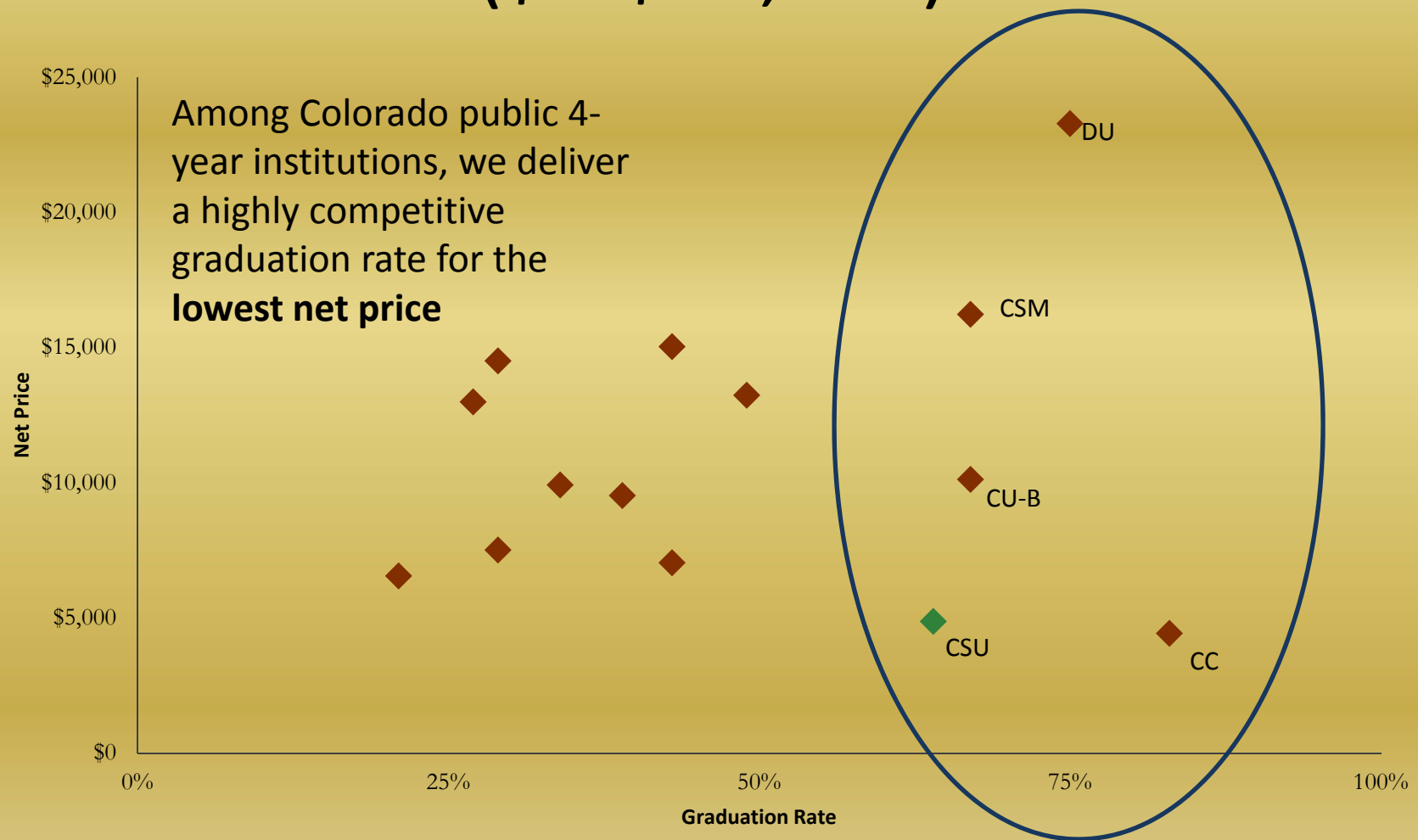
BOG Net Price and Graduation Rate (\$75,001-\$110,000)



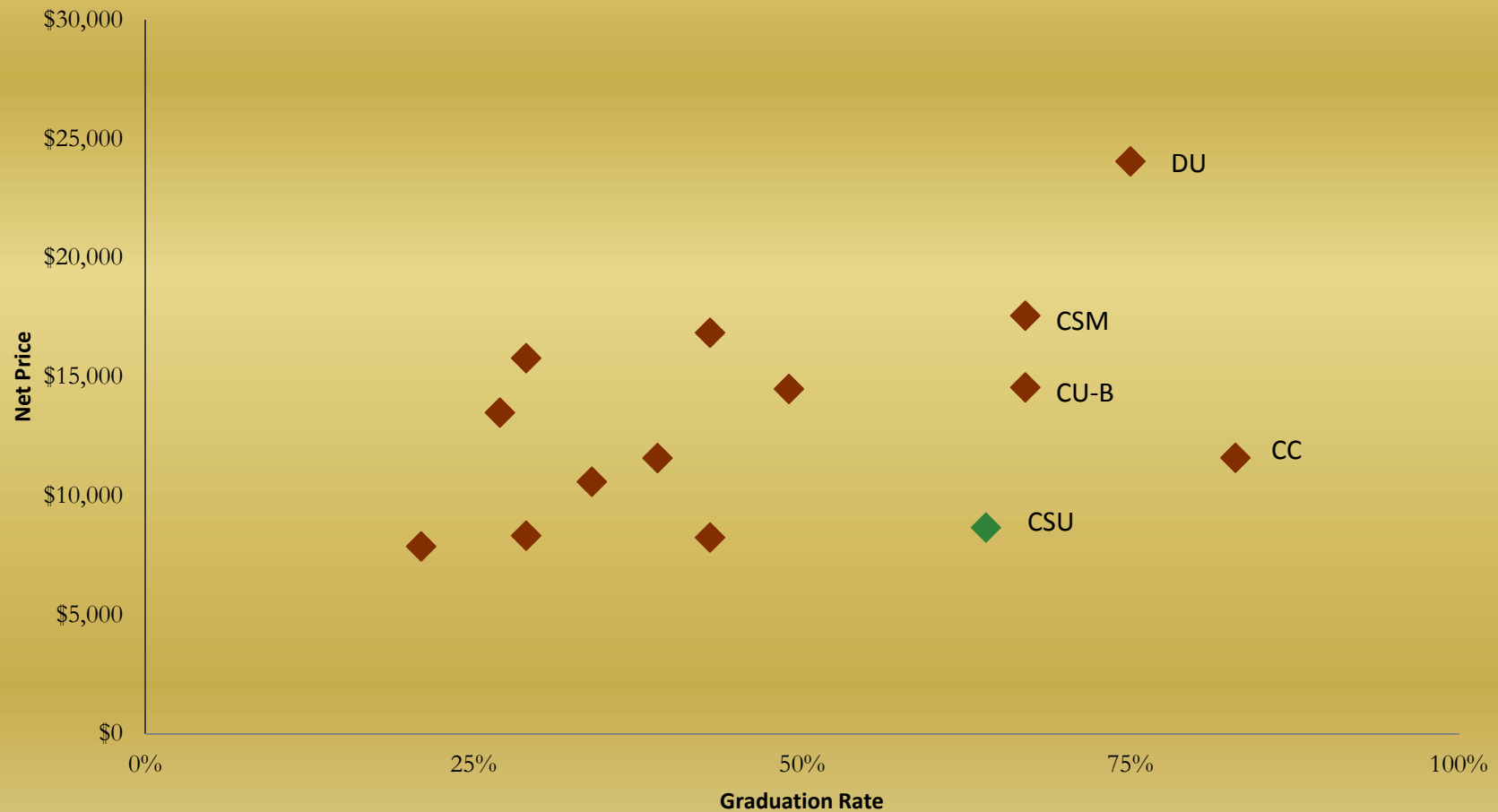
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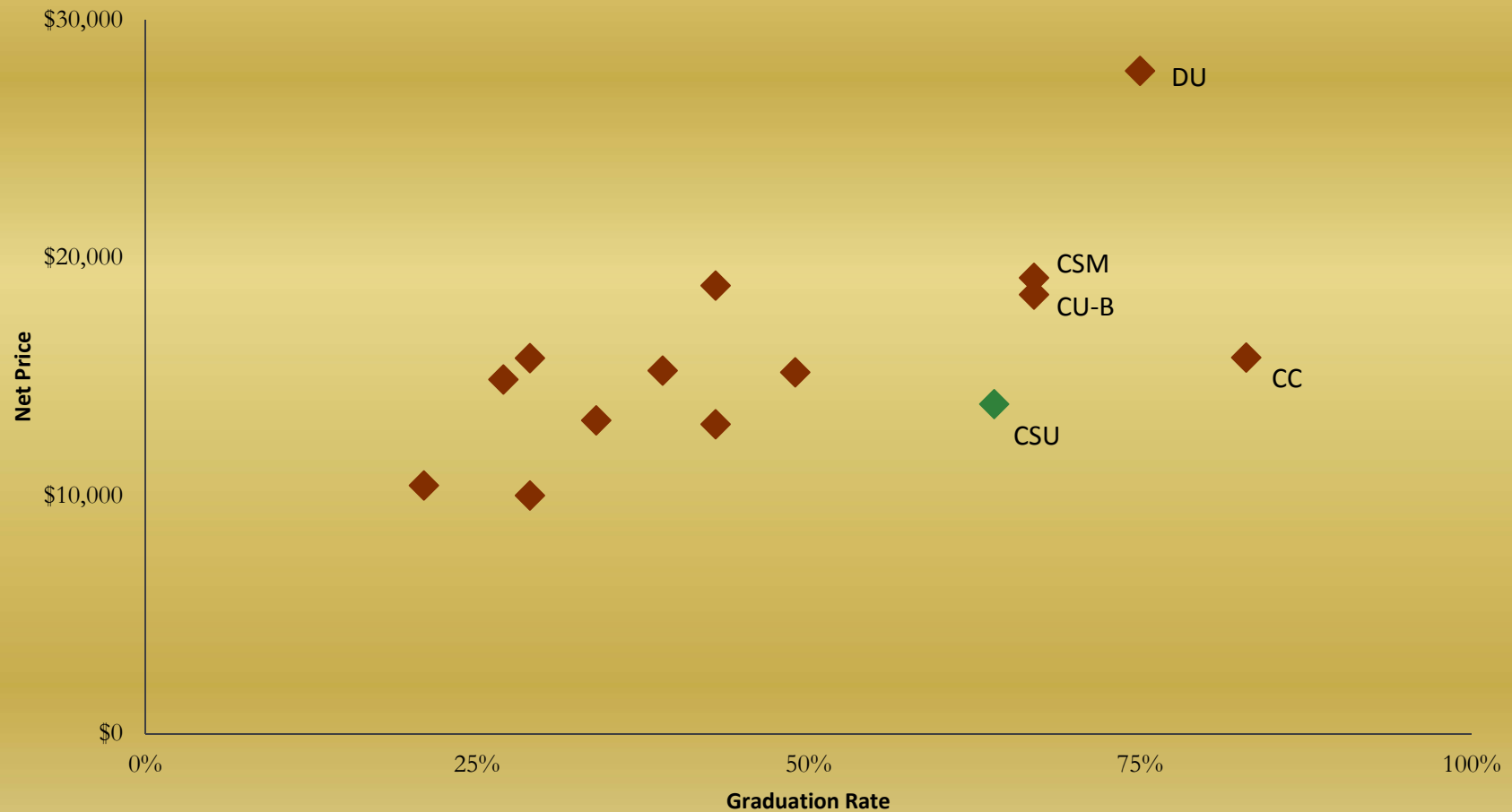
CO Net Price and Graduation Rate (\$0-\$30,000)



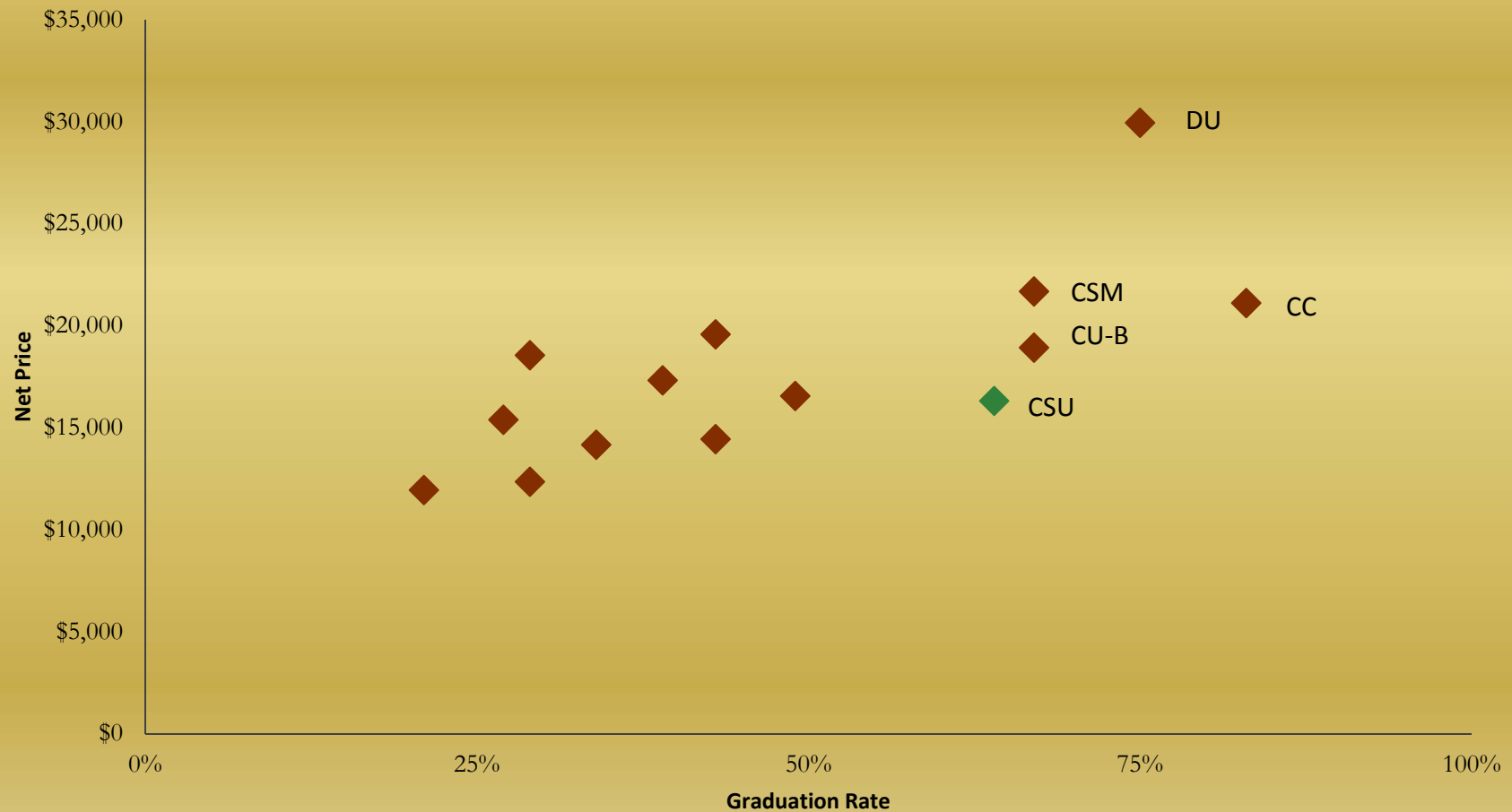
CO Net Price and Graduation Rate (\$30,001-\$48,000)



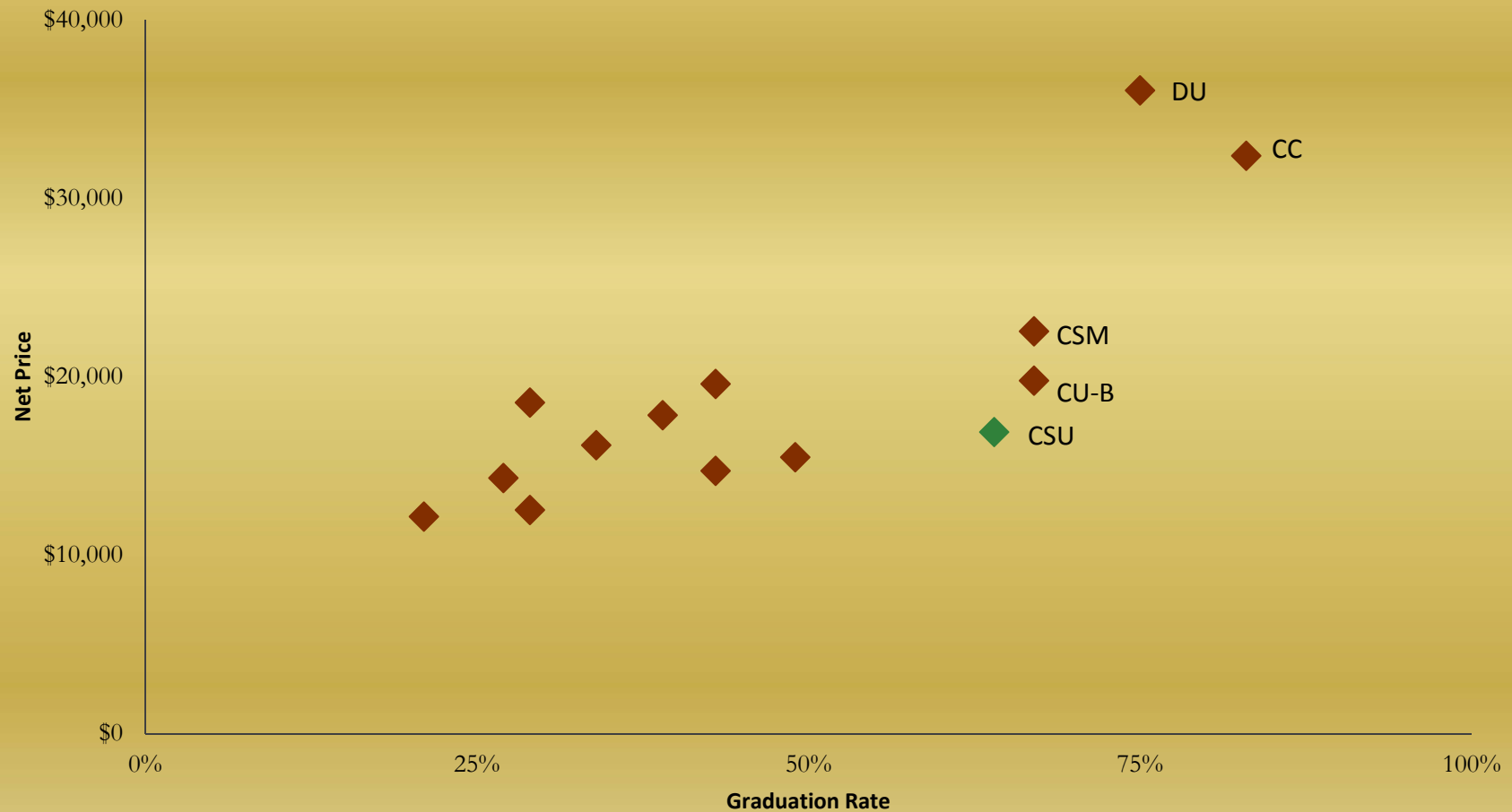
CO Net Price and Graduation Rate (\$48,001-\$75,000)



CO Net Price and Graduation Rate (\$75,001-\$110,000)



CO Net Price and Graduation Rate (\$110,001 or more)



For Immediate Release

September 14, 2011

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Colorado State's Largest Freshman Class Ever Sets New Standard for Ethnic, Geographic Diversity

FORT COLLINS - The largest freshman class ever at Colorado State University has helped push enrollment to an all-time high of 26,735 students this fall. This is the third consecutive year of record enrollment at CSU and comes on the heels of record-high research expenditures of \$330 million, a 47 percent increase in private gift fundraising and the second-most prolific fundraising year in the history of the university. Several recent top accolades and rankings also contribute to the good news.

A total of 6,077 entering freshmen and transfers have joined the campus, including 19 percent more non-residents than last year. This includes a record 4,504 new freshmen with 852 racially and ethnically diverse freshmen (a 15 percent increase over last year), and 1,043 domestic and international non-residents. The total enrollment of 26,735 represents a 1.4 percent increase over last year.

"Colorado State continues to grow in size and stature through our strong commitment to providing a high-quality undergraduate education," said President Tony Frank. "We are particularly proud to be welcoming a record number of diverse and first-generation students to the most academically qualified freshman class in CSU history."

For the freshman class, the overall average GPA of 3.59 and average ACT composite of 24.7 set a new mark for CSU's strongest academic profile. More than 800 incoming freshmen arrived with a high school GPA of 4.0 or higher.

The freshman class includes 3,461 Colorado residents, the largest number of new Colorado freshmen at any campus in the state. Non-resident freshman enrollment rose by 12 percent to an all-time high of 1,043, including students from 48 other states and 25 countries. The non-resident average 3.63 GPA and 25.8 ACT are both records.

"The caliber of the out-of-state students choosing to attend Colorado State continues to rise," said Executive Director of Admissions Jim Rawlins. "Bringing our largest-ever group of students from outside Colorado is a promising indicator of the value students nationwide see in the experience Colorado State can provide. It also enriches the geographic diversity of the campus for our in-state students and fosters the different perspectives we want to provide. It is vital to note that we have accomplished this increase while still maintaining access for in-state students."

The 852 racially and ethnically diverse freshmen make up 18.9 percent of the class, or 15 percent more than last year's total of 738 students. They include a record 671 graduates of Colorado high schools from 35 different counties. Ninety-nine of these students identify themselves as Native American or Alaska Native, 173 as Asian American, 179 as African American, 476 as Latino/Hispanic, and 28 as Native Hawaiian or Pacific Islander. (These figures add up to more than 852 because of students who identify themselves as belonging to more than one racial/ethnic group.)

This year's incoming class includes Colorado residents from 52 counties, including roughly 2,000 from high schools in the seven-county Denver metropolitan area. Non-resident students come from 48 additional states and the District of Columbia. Seventy-two of the freshmen are from abroad, representing 25 different countries.

Nearly one in four new freshmen will be the first in their family to earn a college degree. Colorado State's incoming class of 840 Pell-eligible, low-income Colorado residents (24.3 percent of incoming residents) represents a 5 percent increase from the previous year. In light of the Commitment to Colorado program that took effect this fall, an additional 124 freshmen above Pell but at or below the state median income will have at least half their tuition costs covered. Overall, 4,054 CSU undergraduates will benefit from Commitment to Colorado.

Colorado State's incoming transfer student class of 1,573 is the largest in eight years, up 26 percent from just three years ago. Colorado residents account for 1,190 of the cohort. The 151-student increase includes 31 Colorado residents, 71 non-residents and 49 international students. Among racially and ethnically diverse students, new transfer enrollment increased to 217, up 20 percent from 2010 and up 44 percent from 2009.

Section

9

Committee Reports

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Section

10

Consent Agenda

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES
CSU System Office, 410 17th Street, #2440, Denver, Colorado
14 July 2011**

CALL TO ORDER

D. Horrell, Chair of the Committee, called the meeting to order at 1:00, P.M.

ROLL

Committee Members Present: D. Elliman, Vice Chair; M. L. Makepeace; C. Makela, CSU-Fort Collins Faculty Representative; K. Proctor, CSU-Pueblo Faculty Representative.

Others: G. M. Dennison, CSUS System Academic Officer; S. Bell., Executive Secretary to the Board; T. Frank, President, CSU-Fort Collins; B. Takeda-Tinker, President, CSU-Global; R. Miranda, Provost, CSU-Fort Collins; P. Dorhout, Provost, CSU-Pueblo; S. Teufel, Assistant to the Executive Secretary; L. Jensen, Director of Institutional Research, CSU-Fort Collins; A. Nededog, Chapter Advisor, SACNAS, CSU-Fort Collins .

SYSTEM ITEMS

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

- **Grade Distribution Reports from CSU-Fort Collins, CSU-Pueblo, and CSU-Global.**

The CSUS Performance Contract requires Board submission of “data on all course grades conferred during the previous academic year, disaggregated by academic subject and course level . . . accompanied by a description or copies of policies and procedures . . . used to evaluate the distribution of grades . . .” Dennison explained that the reports contained no anomalies, but reveal continuation of previous patterns – i.e., upper division students perform better than lower division students, and graduate students perform better than upper division students, predictable outcomes. He found no overt evidence of grade inflation. The campuses do not have explicit policies and procedures for the formal review of courses, but Department Heads and Program Leaders receive regular reports and exercise the authority to review them when mentoring faculty or responding to student concerns. The Committee agreed to recommend acceptance of the reports by the Board and their submission to the CCHE.

- **Enrollment Certifications from CSU-Fort Collins, CSU-Pueblo, and CSU-Global.**

The three campuses submit their enrollment certifications for prior fiscal year enrollments in undergraduate, graduate, and non-degree courses directly to the CDHE for use in constructing the data base for evaluation, financial forecasting, and long term strategic planning. Dennison noted the positive enrollment results on all three campuses. The Committee agreed to recommend acceptance of the reports by the Board.

- **Faculty *Emeritus* Designations.**

The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. This honorific designation conveys to the qualified retirees the appreciation of the Board for years of fine service to the students, campus, and System. Brief descriptions of each

honoree appear in the Committee and Board Agendas. The Committee agreed to recommended approval by the Board.

- **Administrative-Professional Council Constitution and Bylaws, CSU-Pueblo.**

With the approval of the President, the CSU-Pueblo administrative-professional employees organized a Council to facilitate participation in shared governance on the campus and submit the proposed Constitution and ByLaws for Board approval. The CSU-Pueblo President, CSUS General Counsel, and CSUS System Academic Officer have reviewed and endorse the proposed Constitution and ByLaws. The Committee agreed to recommend approval by the Board.

- **Regional Accreditation, CSU-Global.**

The HLC of the North Central Accrediting Association has provided initial accreditation to CSU-Global, the first such action for a new public university in Colorado for 40 years. The Committee recommended acceptance of the report by the Board, with appropriate congratulations to President B. Takeda-Tinker and the faculty and staff of CSU-Global.

- **Degree Conferral Schedule, CSU-Global.**

CSU-Global has a calendar that accommodates a predominance of eight-week courses. The current practice of conferring degrees twice annually (30 June and 30 December) has the detrimental result of requiring many graduating students to wait for extended periods prior to receiving the degrees. President Takeda-Tinker recommends conferral of degrees at the close of the eight-week terms upon those students who have successfully completed the requirements. To assure that Board approval of degrees precedes conferral, CSU-Global will request advance approval for all students who will have completed the requirements. The Committee agreed to recommend approval by the Board.

REPORT ITEMS

- **Faculty Workloads: CSU-Fort Collins, CSU-Pueblo; CSU-Global.**

The Committee reviewed the faculty workload reports presented by R. Miranda and P. Dorhout. The complexity of the reports occupied the Committee attention in a discussion that sought to identify the meaning of the detailed data. Committee members commented that the lack of bases for analysis or judgment rendered the reports less than useful, albeit interesting. As a result, the Committee recommended that Dennison, Miranda, and Dorhout develop a report format that will convey the workload issues plainly and meaningfully to the Board members, and bring the recommendation to the Committee during the September meeting. President Takeda-Tinker explained the workload assignments for CSU-Global faculty teaching online courses.

- **Faculty Profile: CSU-Fort Collins, CSU-Pueblo, and CSU-Global.**

The two traditional campuses presented reports on annual faculty recruitment, performance, tenure and promotion, and post-tenure review. The reports outlined the recruitment processes and results; analyzed the outcomes of the annual performance reviews; reviewed reappointments of non-tenured faculty, noting the requirement of satisfactory performance; reported on the results of reviews for tenure and/or promotion; and discussed the post-tenure review processes and outcomes. The Committee discussed the reports, inquiring about

standards for satisfactory performance, and recommended acceptance of the reports by the Board.

President Takeda-Tinker explained the recruitment and evaluation processes used by CSU-Global, taking account of training, quality assurance, and compensation plans appropriate to a non-traditional institution that relies exclusively on adjunct faculty. The Committee found the differences illuminating and commended President Takeda-Tinker for a responsive system.

- **Faculty Salary Comparisons: CSU-Fort Collins, CSU-Global, CSU-Global.**

The two traditional campuses provided salary comparisons utilizing the Board-approved peer institutions as the basis for comparisons. While CSU-Pueblo representatives argued the need for a revision of the peer group for the campus, in view of mission and other changes that have occurred since the establishment of the peer group, the campus nonetheless presented the comparisons based on the existing peer group. The Committee noted clear evidence of market disadvantages resulting from the salary freeze of the last three years. While other campuses around the country have also had to manage such freezes, the situation of CSUS faculty has deteriorated notably. To date, the campuses have not experienced serious faculty losses, probably because of the difficult conditions on other campuses as well. However, the Committee expressed concern, urged the need for continued attention to the issue, and agreed to discuss the matter with the Board on an appropriate occasion. In addition, the Committee agreed to consider the development of a more appropriate peer group for CSU-Pueblo, and charged Dennison, Miranda, and Dorhout to develop and report to the Committee in September a set of criteria for achieving that result.

President Takeda-Tinker reviewed the faculty compensation plans for CSU-Global and welcomed any assistance in establishing appropriate peer comparisons. The current system appears to work fairly well. The Committee urged discussion of the possible establishment of a peer group for CSU-Global.

- **SACNAS, CSU-Fort Collins.**

Dr. A. Negedog, Chapter Advisor for the Society for Advancement of Chicanos and Native Americans in Science, provided a PowerPoint presentation of the excellent work of the students and faculty involved in this important effort that dates from 1973. The Fort Collins campus has provided leadership in the State and nation to increase the participation of minorities in STEM disciplines and increase the numbers earning degrees at all levels. The Committee commended the fine work and urged Dr. Negedog to arrange to present before the Student Affairs Committee so that more members of the Board learn about it. To that end, the Committee recommended presentations by all three campuses concerning student diversity to the Student Affairs Committee in August.

- **International Student Recruitment: CSU-Fort Collins.**

R. Miranda reported to the Committee the ongoing discussion with INTO, an international entity that assists selected campuses with the recruitment of international students. To date,

the organization has agreements with only two U.S. universities, and has approached CSU-Fort Collins to become a partner. Miranda and his colleagues have visited Oregon State University, one of the U. S. partners, and will visit the other partner in the near future. The possibility of a partnership remains in the discussion stage, as CSU-Fort Collins conducts a due diligence review. The partnership has the attraction of assisting the University to increase its international enrollment, but with appropriate attention to the preparedness and probability of success of the recruited students and the contribution of diversity on the campus to the benefit of all students. Because of the complexity of any arrangement, Miranda indicated that the campus will consult with the Board prior to reaching a final decision.

DISCUSSION ITEM

- **The Degree Dividend.**

This discussion will focus on a strategic plan for higher education in Colorado that the CCHE will develop and present to the Governor and Colorado Legislature during the 2013 Session. “The Degree Dividend” provides the recommendations of the Higher Education Strategic Planning Steering Committee in 2010 and will serve as the foundation for the CCHE work. Because of time constraints, the Committee delayed the discussion until the September meeting.

NEXT MEETING

- Date: 13 September 2011
- Agenda Items:
 1. Faculty Load Report Format
 2. Board Involvement With Academic Quality – Discussion
 - a. AGB Statement
 - b. AGB Survey
 - c. Draft Policies on Academic Planning, New Program Proposals, Program Review, and Program Moratoria or Discontinuances
 3. Proposed Peer Group Revision for CSU-Pueblo – Discussion
 4. Degree Dividend – Discussion
 5. Accreditation Process for CSU-Fort Collins – Discussion
 - a. System and Board Involvement
 - b. Draft Policies on Mission Statement Review and Accreditation
 6. Items from the Campuses

The Committee adjourned at 3:10, P.M.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES
CSU System Office, 410 17th Street, #2440, Denver, Colorado
13 September 2011
MINUTES**

CALL TO ORDER

D. Horrell, Chair of the Committee, called the meeting to order at 10:30 A.M.

ROLL

Committee Members Present: D. Elliman, Vice Chair; C. Makela, CSU-Fort Collins Faculty Representative; K. Proctor, CSU-Pueblo Faculty Representative.

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

SYSTEM ITEMS

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

- **Emeritus Rank Appointments and Brief Summaries, CSU-Fort Collins.**

The Board reserves the authority to approve conferral of *emeritus* upon retiring members of the faculty. This honorific designation conveys to the qualified retirees the appreciation of the Board for years of fine service to the students, campus, and System. (Brief bios of honorees in Board books) The Committee agreed to recommend approval by the Board.

1. V. Baez, Associate Professor, Social Work
2. R. Seiz, Assistant Professor, Social Work
3. R. Mortimer, Professor, Clinical Sciences
4. D. Cochenour, Professor, University

- **Revisions to Sabbatical Leaves, CSU-Fort Collins.**

The Board approves Sabbatical Leaves and revisions to approved leaves. The Committee agreed to recommend approval by the Board.

1. J. Kim, Music, Theatre, and Dance: Cancel (Spring 2012)
2. M. Elliott, Chemistry: Change (Spring 2012 to Fall 2011)

- **Regional Accreditation Process, CSU-Fort Collins.**

R. Miranda indicated that the campus will host a site visit for regional accreditation by the HLC in Spring 2014, using the current prescribed process and standards. The HLC has recently adopted a new process and standards and CSU-Fort Collins report in the future in accordance with the new process and standards. While many changes have occurred, the major difference will require annual reports on designated items or areas rather than reporting on everything on the current decennial schedule. As a result, Miranda noted that the campus will appoint a part-time Accreditation Liaison to manage the process. During the coming months before the campus visit, the Steering Committee will develop the required self-study, with consultation across the campus. Governor D. Horrell and G. M. Dennison will provide liaison for the Board and System staff.

**BOARD OF GOVERNORS OF THE
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ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES
CSU System Office, 410 17th Street, #2440, Denver, Colorado
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- **Proposed System Accreditation and Mission Statement Policies.**

Noting that no such policies currently exist, Dennison introduced and discussed the proposed policies concerning 1) campus maintenance of regional and disciplinary or special accreditation, with procedures for involving the Board and System staff, and for reporting the results to the Board; and 2) regular (at least every five years) review of campus Mission Statements, with Board approval of any revisions. The Committee agreed to recommend approval by the Board.

- **Memorandum of Understanding Between CSU-Fort Collins and INTO.**

R. Miranda reported on continued discussion with INTO, a private firm that provides special services to campuses interested in increasing the enrollment of international students. Some years ago, CSU launched a program to internationalize the campus with a goal of increasing the number of international students to roughly 9 percent of total enrollment. CSU has also visited and discussed the quality and responsiveness of the INTO services with administrators and faculty of two U.S. Universities that have existing contracts with INTO, and heard only very favorable reports. CSU wishes to pursue the relationship because of the potential benefits for 1) the international students who come to the campus, 2) all students and faculty on campus because of the enhanced diversity; and 3) the economic benefit to the campus generally. In collaboration with the host campus, INTO provides a special program of studies – language, orientation to American culture, and 30 academic credits from CSU -- during the first year on campus that maximizes the chances for academic success of the entering students. CSU will retain of control all academic instruction and the final admission decisions. The students do not become degree-seeking matriculants until after successful completion of the prescribed bridge program and admission by the CSU Office of Admissions. Based on the discussion to date, CSU proposes to enter into a non-binding Memorandum of Understanding with INTO to 1) resolve all outstanding issues and 2) negotiate an acceptable contract for consideration by the Board. President Frank indicated that he will not sign the contract until the Board endorses it. The Committee authorized the campus to proceed with the non-binding MOU.

- **Academic Organizational Proposal: CSU-Global.**

Following successful accreditation by the HLC, and the approval of several new academic degree programs, CSU-Global proposes to establish two Schools within the University to house the academic programs. This organizational structure will facilitate the engagement of the faculty in academic planning and programming, allowing greater attention to outcomes assessment, grading practices, quality control, and the deployment of teaching faculty. The Committee agreed to recommend approval by the Board.

- **Proposed Peer Group, CSU-Global.**

J. Bellum reviewed the criteria and framework for identifying an appropriate peer group for CSU-Global. As he noted, the task involves some difficult issues because of the unique attributes and characteristics of CSU-Global. The factors that drove the preliminary list included 1) public status, 2) focus on adult learners, 3) fully online; 4) mix of undergraduate and graduate

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES
CSU System Office, 410 17th Street, #2440, Denver, Colorado
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students, 5) adjunct faculty model, and 6) an aggressive growth mode.

Governor Elliman suggested the need to include some private sector competitors as a reality check. Bellum explained the omission because of concern for actual peer standing and to avoid the unfavorable image currently conveyed by many private online institutions. As a solution to the image problem, CSU-Global will develop a list of “Competitors” rather than “Peers.” Such a list will allow the kinds of comparisons that will support appropriate management decisions. The discussions will continue with a proposed listing in the November meeting

- **Proposed Peer Group: CSU-Pueblo.**

P. Dorhout reviewed the proposed criteria used to identify a new Peer Group for CSU-Pueblo, including: 1) Public, state-supported status; 2) confers bachelor’s, master’s, and selected professional doctorate degrees; 3) undergraduate enrollment, 4,000-9,000, and graduate enrollment, 200-2,500; 4) in addition to the usual Liberal Arts disciplines, AACSB- accredited Business program, Nursing program, and ABET- Engineering program; and 5) appropriate quality and special indicators, such as graduation rate, retention rate, percent of minority students, and percent of students with Pell Grants. The proposed criteria reveal that the current Peer Group does not work well. The proposed Peer Group has 20 institutions that essentially “look like” CSU-Pueblo, but also provide for some aspirational stretch in key quality areas. Committee members inquired about the number of doctorates the campus will award in five years (about 25 per year), and about possible salary considerations. The discussion will continue on the campus with a recommendation coming to the Committee in November for subsequent consideration by the Board.

- **Proposed New and Revised Academic Program Proposal and Program Review Policies.**

Noting that no such policies currently exist, Dennison reviewed the need for the policies to assist the Committee and the Board in consideration of the quality and responsiveness of academic programs. The program proposal policy includes the elements required by the CCHE for the consideration of new programs, and the Board must approve all new and revised programs. The program review policy focuses on the regularity of reviews; quality, student learning outcomes, and responsiveness of the reviewed programs; and related resource concerns. The campuses will prepare summaries of the program reviews for reporting to the Board. The Committee agreed to recommend approval by the Board.

- **Proposed Appellate Review of Faculty Dismissal and Designated Grievance Decisions and Appellate Review of Decisions Concerning Competition With the Private Sector.**

Noting that such policies do not currently exist, Dennison explained that all decisions for the dismissal of tenured or tenure-track faculty members – for cause, for incapacitating illness, or because of financial exigency -- require appellate review by the Board, as do any grievance decisions with the President as a party (the President has final authority for all other grievance decisions, except as noted those involving the dismissal of tenured or tenure-track faculty members). In addition, the Board provides appellate review on request of decisions by the

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President concerning allegations of inappropriate competition with the private sector. The General Counsel assisted with the development of these proposed policies. The Committee agreed to recommend approval by the Board.

REPORT ITEMS

- **AGB Statement on Board Responsibility for Oversight of Academic Quality and AGB Survey of Board Involvement in Oversight of Academic Quality.**

Because of time constraints, the Committee members did not discuss the documents in detail but indicated that their review led to the conclusion that Boards have the fiduciary responsibility for academic quality. To assist in the exercise of this responsibility by the Committee, and to keep the Board informed of relevant issues, the Chair requested that the Provosts and Faculty Representatives work with Dennison to develop 1) a matrix of factors affecting the quality of the academic experience on the campuses, 2) formats for reports analyzing the factors and indicators of quality in programs and the student experience, and 3) a schedule for discussions and reports to the Board by the Committee. In addition, the Chair requested attention to the kinds of questions the Board members wish to discuss for the information of the full Board. Existing reports undoubtedly include some of the factors, but the reports and schedules may not be as appropriate or useful as desired. The group will report progress in November.

- **CCHE Master Plan Process.**

Dennison noted that the CCHE began with the “Degree Dividend” but has moved on with the adoption of four goals based on the “Dividend” document for inclusion with the Master Plan for Higher Education. The goals focus specifically on 1) increasing the number of degrees awarded annually so as to bring the level of degree attainment in Colorado to 60% of the state population; 2) closing the attainment gap between the majority and minority populations, paying attention to adverse disparities for first-generation, rural, urban, and low-income students; 3) reducing or eliminating the need for remediation for entering colleges students; and 4) assuring appropriate funding for the achievement of these goals, while also adjusting the balance of support from the current 25% state-appropriated, 75% tuition support to a 50-50 mix. Discussion of specific strategies for the achievement of these goals will occur over the next two months, culminating in a December meeting with System heads and Board Chairs to reach agreement. The resulting master plan will also use the goals and strategies in the development of the elements of the performance-based or incentive contracts for the Systems and campuses scheduled for implementation in 2016.

- **Task Force on PWR Diploma Endorsement.**

Dennison reported that he will serve as a member of the Task Force charged to develop the criteria and assessment protocols for the Postsecondary and Workforce Readiness High School Diploma Endorsement authorized by Senate Bill 08-212. The Task Force will meet over the coming months to reach agreement by November in preparation for a meeting in December

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with the System Heads and Board Chairs for acceptance of the criteria and assessment protocols. The Diploma Endorsement cannot be implemented without the support of the Governing Boards. If implemented, the Diploma guarantees, to the graduating seniors receiving it, 1) automatic admission to “open or selective public institutions of higher education in Colorado,” without remediation; and 2) “priority consideration, in conjunction with other criteria,” by “all other (highly selective) public institutions” in Colorado. The work has just begun and Dennison will report progress to the Committee.

NEXT MEETING.

- Date: 8 November 2011, 10:00, A.M. to 12:30, P.M.
- Tentative Agenda Items identified on Tentative Agenda distributed on 14 September by email.
- Campuses must submit Agenda Items for Inclusion on the Agenda on or before 31 October 2011.

The Committee adjourned at 12:20, P.M.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EVALUATION COMMITTEE MEETING MINUTES
AUGUST 9, 2011**

Chairman Makepeace opened the Evaluation Committee meeting at 8:10 a.m. Committee members present were Ed Haselden, Vice Chair; Don Elliman; Dennis Flores; Dorothy Horrell; Scott Johnson; Patrick McConathy; Penfield Tate III; Joseph Zimlich.

Staff present was General Counsel Mike Nosler.

The Evaluation Committee was immediately read into Executive Session by General Counsel Mike Nosler and the remainder of the Committee business was conducted in closed Executive Session.

There being no further business, at 10:30 a.m., the meeting was adjourned.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
FINANCE COMMITTEE MEETING MINUTES
AUGUST 9, 2011**

Committee Chair Joe Zimlich brought the meeting to order at 10:40 a.m. Committee members present were Don Elliman; Carole Makela, Faculty Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo. Also Present: Rich Schweigert, System Chief Financial Officer (assigned staff).

Board Members present: Dennis Flores; Ed Haselden; Dorothy Horrell; Scott Johnson; Mary Lou Makepeace; Patrick McConathy; Penfield Tate III;; Kristina Proctor, Faculty Representative, CSU-Pueblo; Eric Berlinberg, Student Representative, CSU-Fort Collins.

Administration was represented by Joe Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Julio Leon, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Mike Nosler, System General Counsel; Allison Horn, System Auditor; George Dennison, System Chief Academic Affairs Officer.

Board of Governors Staff present: Sheila Trice Bell, Executive Secretary to the Board of Governors.

System staff present: Adam Fedrid; Allen Sneesby; Sharon Teufel.

Guests in attendance: Brad Bohlander, Chief Public Relations Officer, CSU-Fort Collins; Robin Brown, Vice President, Enrollment & Access, CSU-Fort Collins; Sandy Calhoun, Director, Student Financial Services, CSU-Fort Collins; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Chase Eckerdt, Director, Government Affairs, ASCSU, CSU-Fort Collins; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Kyle Henley, Public Relations Director, CSU-System; Kathleen Henry, President/CEO, CSU Research Foundation; Alicia Houghteling, Student, CSU-Global; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate, CSU-Fort Collins; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Stuart MacMillan, Real Estate Executive, CSU Research Foundation; Tom Milligan, Vice President, External Relations, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Robert Osika, System Treasurer; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Pamela Toney, Director, Financial Aid, CSU-Global.

The Chair asked Rich Schweigert for an update on the Higher Education Master Plan. Mr. Schweigert reported the timeline for CCHE to complete this project had been

updated due to delays. The CCHE would be holding a retreat to determine next steps followed by a statewide summit in the fall to unveil CCHE's master plan concepts. A final draft would be completed for review by governing boards and presidents in June 2012 for planned submission to the General Assembly by September 2012. Mr. Schweigert reviewed the funding structure and goals of the Master Plan.

The next item was a request to the Board to adopt a System level policy on financial aid to bring current policy in line with major legislative changes. The effect of these changes would be to put more of the financial aid policy oversight and decision making into the hands of the Board of Governors, rather than with CCHE. Each campus presented the basic outline of their current financial aid policy and their priorities in administering financial aid dollars for need versus merit-based awards and in keeping with the mission of the Commitment to Colorado. The motion to bring this policy change proposal to the full Board of Governors was moved by Governor Elliman, seconded, and unanimously approved.

The next item Rich Schweigert reviewed was the budget, with each campus individually presenting their revenue and expense wrap up of fiscal year 2011 and projections for fiscal year 2012. Highlights included a 33% net income margin for Global Campus with \$5.53 million in profit, with an \$8 million net income expectation for 2012 due to anticipated enrollment growth. CSU-Pueblo also reported a strong year with an expected 2.8% growth in tuition revenues and President Tony Frank, CSU-Fort Collins, sought direction from the Board as to appropriate use and implementation of a possible tuition increase and lifting the salary increase freeze for faculty. An extensive discussion ensued due to the length of time since faculty received any raises, and it was generally concluded that a conservative step-up salary increase policy would achieve the maximum benefit for employee satisfaction and to avoid political fallout. Overall CSU-Fort Collins projected \$4.6 million in revenue above budget for fiscal year 2012, assuming State funding levels of zero for a more conservative outlook.

Mr. Schweigert then reviewed the Finance policy which is the overall outlook for investments and capital usage of the System for the benefit of external viewers, investors and others with an interest in the System's debt financing philosophy. This policy is developed through consultation with investment bankers, bond counsel and underwriters, and the ultimate approval of the Board. The policy is reviewed bi-annually and, without any major changes, Mr. Schweigert sought approval of the Board to readopt the policy for the upcoming 2-year cycle. A motion was made by Governor Vice President, External Relations Elliman to recommend approval of the finance policy to the full Board, seconded, and unanimously approved.

Mr. Schweigert then asked the campus representatives to briefly review their upcoming construction projects. Amy Parsons, Vice President, University Operations- CSU Fort Collins, provided an update on Academic Village North, the Lory Student Center renovation, and a list of smaller-scale bonded projects and renovations, a complete list of which would be provided to the Board in October. Chair Zimlich suggested that

these projects be reviewed further during the course of the Board's tour of the campus. CSU-Pueblo campus construction projects included the Walking Stick Village apartments renovation and the proposal to renovate/reconstruct a new Student Center on the CSU-Pueblo campus to enhance the quality of student and community life. A discussion ensued regarding the need for more classroom space as opposed to funding a new student center. Dr. Julio Leon, Interim President, CSU-Pueblo, and Isaiah McGregory, CSU-Pueblo Student Representative, reported that there is a significant need for more space for the students to socialize, as well as a community center that would benefit CSU-Pueblo both socially and economically. Before any decision or action would be taken on these projects, the Finance Committee requested that the CSU-Pueblo Campus Master Plan be presented, as well as the detailed outline for the proposed financing on this construction and bond leverage statistics that had been provided to the committee in the past on proposed bond funded projects.

There being no further business, at 1:00 p.m. the meeting was adjourned.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING MINUTES
AUGUST 9, 2011**

Committee Chair Ed Haselden brought the meeting to order at 1:15 p.m. Committee Members present were Joseph Zimlich, Vice Chair; Mary Lou Makepeace; Kristina Proctor, Faculty Representative, CSU-Pueblo; Eric Berlinberg, Student Representative, CSU-Fort Collins. Also present: Stuart MacMillan, Real Estate Executive, CSU Research Foundation (assigned staff).

Board of Governors members present were Don Elliman; Dennis Flores; Dorothy Horrell; Scott Johnson; Patrick McConathy; Penfield Tate III; Carole Makela, Faculty Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo.

Administration was represented by Joe Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Julio Leon, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Mike Nosler, System General Counsel; Rich Schweigert, System Chief Financial Officer; Allison Horn, System Auditor; George Dennison, System Chief Academic Affairs Officer.

Board of Governors Staff present: Sheila Trice Bell, Executive Secretary; Sharon Teufel.

System Staff present: Adam Fedrid; Allen Sneesby

Guests present: Brad Bohlander, Chief Public Relations Officer, CSU-Fort Collins; Robin Brown, Vice President, Enrollment & Access, CSU-Fort Collins; Sandy Calhoun, Director, Student Financial Services, CSU-Fort Collins; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Chase Eckerdt, Director, Government Affairs, ASCSU, CSU-Fort Collins; Mike Farley, Interim V.P.- Finance & Administration, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Kyle Henley, Public Relations Director, CSU-System; Kathleen Henry, President/CEO, CSU Research Foundation; Alicia Houghteling, Student, CSU-Global; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate, CSU-Fort Collins; Jason Johnson, Deput General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Tom Milligan, Vice President, External Relations, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Robert Osika, System Treasurer; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Pamela Toney, Director, Financial Aid, CSU-Global; Wendy Wibbens, Director, Student Advancement, CSU-Global; Harvey Wilds, Controller, CSU-Pueblo.

The Chair first asked for a review of Agenda Item Number 3, Flow of Funds from Real Estate Sales, which was explained by Stuart MacMillan. Mr. MacMillan described if there was a sale of property which resulted in the generation of revenue, those funds would be restricted funds based on the origin of the sale; either restricted-use fund, institutional-use fund or if the Board of Governors determined the funds were needed for operational costs, the funds could be allocated to operational costs. The final option is that lease funds such as for oil and gas, would go back into the Real Estate Investment Fund (REIF).

The next agenda item was the potential bond-funded projects, which was discussed in detail in the Finance Committee. Then the committee discussed the action item of the acquisition of the College Block properties. The motion was made by Governor Makepeace to forward the College Block properties action item on to the full Board for approval, and seconded by Governor Zimlich. The motion was unanimously approved.

There being no other business of the Real Estate Committee, the Chair sought a motion to adjourn which was moved by Governor Makepeace and unanimously approved.

There being no further business, the meeting was adjourned at 1:37 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT COMMITTEE MEETING MINUTES
AUGUST 9, 2011**

Chairman Johnson brought the Audit Committee to order at 2:05 p.m. Present were: Committee Members Mary Lou Makepeace; Eric Berlinberg, Student Representative, CSU-Fort Collins; and assigned staff Allison Horn, System Auditor.

Board members Don Elliman; Dennis Flores; Ed Haselden; Dorothy Horrell; Patrick McConathy; Penfield Tate III; Joseph Zimlich; Carole Makela, Faculty Representative, CSU-Fort Collins; Kristina Proctor, Faculty Representative, CSU-Pueblo; Isaiah McGregory, Student Representative, CSU-Pueblo.

Administration was represented by Joe Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Julio Leon, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Mike Nosler, System General Counsel; Rich Schweigert, System Chief Financial Officer; George Dennison, CSU-System Chief Academic Affairs Officer.

Board of Governors Staff present were Sheila Trice Bell, Executive Secretary to the Board of Governors, and Sharon Teufel; and staff members Adam Fedrid and Allen Sneesby.

Guests present were Brad Bohlander, Chief Public Relations Officer, CSU-Fort Collins; Robin Brown, Vice President, Enrollment & Access, CSU-Fort Collins; Sandy Calhoun, Director, Student Financial Services, CSU-Fort Collins; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Chase Eckerdt, Director, Government Affairs, ASCSU, CSU-Fort Collins; Mike Farley, Interim V.P.- Finance & Administration, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Kyle Henley, Public Relations Director, CSU-System; Kathleen Henry, President/CEO, CSU Research Foundation; Alicia Houghteling, Student, CSU-Global; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate, CSU-Fort Collins; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Stuart MacMillan, Real Estate Executive, CSU Research Foundation; Tom Milligan, Vice President, External Relations, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Robert Osika, System Treasurer; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Pamela Toney, Director, Financial Aid, CSU-Global; Wendy Wibbens, Director, Student Advancement, CSU-Global; Harvey Wilds, Controller, CSU-Pueblo.

Chairman Johnson opened the Audit Committee, asking Allison Horn for her report.

Allison Horn opened with the first item on the agenda being the final report of the Audit Plan for FY 2010-2011. One audit report had been issued since the last meeting the internal control review of the Department of Intercollegiate Athletics (IA) which is in addition to the regular rotating four-year audit required by the NCAA. The IA audit was to ensure that adequate internal controls are in place in Intercollegiate Athletics, that the strategic plan includes measurable goals and that the Department has developed policies and procedures that are being followed, in addition to those of the University. Generally, it was found that appropriate policies were in place. Several recommendations were made to improve the implementation of those policies, particularly in the field of procurement.

The next item was audits in progress that include the Change Control Audit in the IT Department, which report should be out in a few weeks; CSU Club Sports, which draft report has been received for review; CSU Extension's entrance conference; and CSU Health Network that has almost completed testing. At CSU-Pueblo the Auditor is completing the audit of accounts receivable.

The next agenda item was overdue recommendations and the revamping of that procedure. Overdue items will be more closely monitored. Most remaining overdue items currently are from CSU-Pueblo due to management change and a new auditor; CSU-Global had closed all of their recommendations; and overdue items from CSU-Fort Collins are being handled jointly with the President's Office.

The final item was the proposed FY 2011-2012 Audit Plan and the eight audit projects carried over from the previous year: two in process, two nearing completion and six yet to be done. New projects slated for 2011-2012 are parking services; the Research Innovation Center; the Lory Student Center, a review of which had not been conducted since FY 1996; a review of ASCSU internal controls; a baseline transition review at the College of Applied Science due to the new Dean; Business and Financial services review of property management as a Federal requirement; the annual NCAA required reviews; disaster recovery review in the IT area as well as Ramtech; and the consultation on consolidation work.

The last item of business was a motion made by Governor Makepeace to move recommendation to the Board for approval of the Audit Plan for fiscal year 2011-2012 as proposed. The motion was seconded and unanimously approved.

There being no further business, the committee was adjourned at 2:25 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
STUDENT AFFAIRS COMMITTEE MEETING MINUTES
AUGUST 9, 2011**

Chairman McConathy brought the Audit Committee to order at 2:37 p.m. Present were: Committee Members present: Don Elliman; Scott Johnson; Eric Berlinberg, Student Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo; Alicia Houghteling, Student Representative, CSU-Global. Sheila Trice Bell, Executive Secretary to the Board of Governors (assigned staff) was also present.

Board members present: Dennis Flores; Ed Haselden; Dorothy Horrell; Mary Lou Makepeace; Penfield Tate III; Joseph Zimlich; Carole Makela, Faculty Representative, CSU-Fort Collins; Kristina Proctor, Faculty Representative, CSU-Pueblo.

Administration was represented by Joe Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Julio Leon, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Mike Nosler, System General Counsel; Rich Schweigert, System Chief Financial Officer; Allison Horn, System Auditor; George Dennison, System Chief Academic Affairs Officer

System Staff present were Sharon Teufel; Adam Fedrid; and Allen Sneesby.

Guests present were Brad Bohlander, Chief Public Relations Officer, CSU-Fort Collins; Robin Brown, Vice President, Enrollment & Access, CSU-Fort Collins; Sandy Calhoun, Director, Student Financial Services, CSU-Fort Collins; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Chase Eckerdt, Director, Government Affairs, ASCSU, CSU-Fort Collins; Mike Farley, Interim V.P. - Finance & Administration, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Kyle Henley, Public Relations Director, CSU-System; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Nancy Hurt, Associate Director, Real Estate, CSU-Fort Collins; Jason Johnson, Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Associate Vice President, Finance, CSU-Fort Collins; Stuart MacMillan, Real Estate Executive, CSU Research Foundation; Tom Milligan, Vice President, External Relations, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Robert Osika, System Treasurer; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Gus Skinner, Vice President of Finance, CSU-Global; Pamela Toney, Director, Financial Aid, CSU-Global; Wendy Wibbens, Director, Student Advancement, CSU-Global; Harvey Wilds, Controller, CSU-Pueblo.

Chairman McConathy opened the Student Affairs Committee meeting by asking Rich Schweigert to give a brief overview of the changes being proposed to System-wide financial aid policies. Mr. Schweigert explained that these changes were reviewed in detail in the Finance Committee but wanted to inform the Student Affairs Committee that the System policy is being brought in line with legislative changes that give much more of the control over financial aid policies to the Board of Governors and the presidents and deans of the System campuses.

The Chair then called on Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins, to give a report on the diversity programs in the CSU-Fort Collins Student Affairs Division. Dr. Hughes highlighted the efforts of that Office to ensure that ethnically and racially diverse students are recruited, retained, and find a safe and welcoming environment on campus. She highlighted the other groups this office serves, namely those with developmental or educational disabilities, veterans, first-generation students, and those with physical limitations.

Dr. Hughes traced the history of these efforts, offices and programs and noted that there has been a huge expansion in students groups and cultural awareness. She described the specific efforts to ensure proper training of R.A.'s and other campus staff in the appropriate handling and sensitivity towards the GLBT population through the Student Diversity Program Services Offices, and described specific efforts to collaborate with outside entities in ensuring inclusion of Native American student populations. In conclusion, Dr. Hughes introduced Linda Ahuna-Hammill, the Assistant Vice President for Academic Affairs working directly with the Cultural Centers, and Mary Ontiveros, Vice President for Diversity.

The Chair then turned to Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo, to give an overview of the diversity programs at CSU-Pueblo. Dr. Dadabhoy described a system at CSU-Pueblo that is organic and widespread in nature, and not centralized into any specific offices, and those efforts are geared toward ensuring all staff and faculty act as diversity officers and agent to promote diversity on the campus and enable all students to be successful. CSU-Pueblo has one half-time employee who is the Director of the Diversity Resource Center, helping with specific initiatives on campus.

Dr. Dadabhoy provided statistics of the percentages of students of color and Hispanics on the CSU-Pueblo campus, which are already high and continuing to rise. The one issue of continuing challenge is ensuring the faculty and staff are appropriately diverse. Initiatives to ensure diverse student satisfaction and retention include expanded orientations, special programs, and a distinguished speakers series that highlights successful professionals of diverse backgrounds. Dr. Dadabhoy highlighted the success of the GLBT Group Prism who undertakes trainings throughout campus to establish "safe zones."

The final presentation of CSU-Global's diversity programs and initiatives was given by Wendy Wibbens, Director of Student Engagement, CSU-Global, who described

the activities that CSU-Global utilizes to attract and retain diverse student populations. Specific efforts include the intensive support and communication through the student tutoring services as well as campus and faculty representatives who remain in close and constant contact with students and monitor their GPA and progress to attempt to reach out to any who might need extra assistance. CSU-Global has also joined ethnic-based Chambers of Commerce to enhance access to recruiting racially and ethnically diverse students.

Governor Mary Lou Makepeace asked that a report be presented at this committee of any safety incidents that occur on campus. President Tony Frank, CSU-Fort Collins, indicated that he would work to gather that information for presentation to the Committee.

There being no further business, the committee was adjourned at 3:42 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING MINUTES
August 9, 2011**

CALL TO ORDER

Chairman Joe Zimlich brought the public meeting to order at 8:08 a.m.

ROLL

Governors present: Dorothy Horrell, Vice Chair; Don Elliman, Treasurer; Ed Haselden, Secretary; Dennis Flores; Scott Johnson; Mary Lou Makepeace; Patrick McConathy; Penfield Tate III; Carole Makela, Faculty Representative, CSU-Fort Collins; Kristina Proctor, Faculty Representative, CSU-Pueblo; Eric Berlinberg, Student Representative, CSU-Fort Collins; Isaiah McGregory, Student Representative, CSU-Pueblo.

Administrators present: Joe Blake, Chancellor; Tony Frank, President, CSU-Fort Collins; Julio Leon, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global; Mike Nosler, System General Counsel; Rich Schweigert, System Chief Financial Officer; Allison Horn, System Auditor; George Dennison, System Chief Academic Affairs Officer.

Board of Governors Staff present: Sheila Trice Bell, Executive Secretary to the Board; Sharon Teufel.

System Staff present: Adam Fedrid; Melanie Geary; Allen Sneesby.

Guests: Brad Bohlander, Chief Public Relations Officer, CSU-Fort Collins; James Cooney, Vice Provost, International Programs; Zavareh Dadabhoy, Dean of Student Life, CSU-Pueblo; Peter Dorhout, Provost, CSU-Pueblo; Chase Eckerdt, Director, Government Affairs, ASCSU, CSU-Fort Collins; William Farland, Vice President, Research, CSU-Fort Collins; Mike Farley, Interim V.P.-Finance & Administration, CSU-Pueblo; Wei Gao, Natural Resource Ecology Laboratory, CSU-Fort Collins; Mark Gill, Chief of Staff, CSU-Fort Collins; Kyle Henley, Director of Denver Public Relations, CSU; Kathleen Henry, President/CEO, CSU Research Foundation; Blanche Hughes, Vice President, Student Affairs, CSU-Fort Collins; Lynn Johnson, Associate Vice President, CSU-Fort Collins; Katie Kalkstein, Executive Assistant to the President, CSU-Fort Collins; Tom Milligan, Vice President, External Relations, CSU-Fort Collins; Rick Miranda, Provost and Executive Vice President, CSU-Fort Collins; Amy Parsons, Vice President, University Operations-CSU Fort Collins; Kathay Rennels, Assistant Vice President, Office of the Vice President for Engagement, CSU-Fort Collins.

PUBLIC COMMENT

Chair Joseph Zimlich opened the public meeting with the introduction and swearing-in of Carole Makela as the newest member of the Board of Governors. He then asked for public comment, of which there was none offered.

BOARD CHAIR AGENDA

Chair Zimlich announced that the Board's self-assessment will occur at a future Board meeting. He then listed the new Board officers: himself; Governor Dorothy Horrell, Vice Chair; Governor Don Elliman, Treasurer; and Governor Ed Haselden, Secretary. Chair Zimlich reviewed the new committee assignments, including chairs. The Chair sought a motion to ratify the committee assignments, which was moved by Governor Haselden, seconded by Governor Tate, and unanimously approved. *[The committee assignments list as of August 9, 2011, is Attachment 1 to these minutes.]*

Chair Zimlich announced the formation of the Chancellor Search Advisory Committee with Governor McConathy as Chair of the Committee and listed the committee members appointed thus far. Governor Makepeace moved to ratify that committee, Governor Haselden seconded, and the motion was unanimously approved.

Chair Zimlich announced that Sheila Trice Bell, Executive Secretary to the Board of Governors, is compiling a 2012 calendar of Board events with the first event the CSU-CU Rocky Mountain Showdown football game on September 17. The calendar will include a special event in which past Board members will be invited to join with the Board for the October 15th CSU-Fort Collins home football game. Chair also noted Sheila Trice Bell has a list of conferred degree recipients for the Board's information.

Chair Zimlich extended congratulations to Governor Horrell for being one of two Coloradans inducted into the 4-H Hall of Fame.

EXECUTIVE SESSION

Chair Zimlich asked for a motion to enter into Executive Session, a motion was made and unanimously approved.

CONSENT AGENDA

The meeting reconvened in Public Session. Regarding the Consent Agenda, a motion was moved, seconded, and the consent agenda was unanimously approved.

STUDENT AND FACULTY REPORTS

Student Reports

Governor Eric Berlinberg, Student Representative, CSU-Fort Collins, explained the mission, role, and activities of ASCSU, namely to collect certain student fees, manage a budget of almost \$2 million, present proposals to the Student Fee Review Board, and administer programs on behalf of students. He explained in more detail the most successful of those programs, the Ram Ride program, which offers safe transportation for students on the weekends, and is entirely run

and operated by students. Mr. Berlinberg also discussed the lobbyist who works directly with ASCSU, Jenn Penn from Dome Strategies, LLC.

Governor Isaiah McGregory, Student Representative, CSU-Pueblo, reported on the the Associated Students' Government (ASG) annual fall retreat and items of business for the ASG retreat, including student fees which CSU-Pueblo student government is currently trying to bring in line with the model utilized by CSU-Fort Collins. Mr. McGregory raised a concern about the financial aid disbursement date being moved and the hardship this would put upon Pueblo students. The Chair suggested further off-line discussion on this issue.

Faculty Reports

Governor Carole Makela, Faculty Representative, CSU-Fort Collins, described the basic structure of the Faculty Council as the representative faculty governance body on campus. She explained that representatives from each department plus administrators and deans along with vice presidents create a monthly agenda for the Faculty Council meeting that takes place the first Tuesday of every month except for January. Governor Makela concluded by noting the Faculty Council is working with CSU-System General Counsel Mike Nosler on the preface for the Academic Faculty and Administrative Professional Manual which will be brought forward at the next meeting.

Governor Kristina Proctor, Faculty Representative, CSU-Pueblo, noted the departure of Faculty Senate President Kathryn Frank, and acknowledged Professor Frank's contributions to the campus during her tenure. The incoming Senate President will be Dr. Lance Gentry, Associate Professor of Marketing, who will lead during the faculty retreat scheduled for August 19th. During the retreat the agenda will be set for the Senate for the 2011-12 academic year, standard committee assignments will be set, and the tentative report from the Ad Hoc Academic Excellence Committee will be reviewed.

Governor Proctor acknowledged the newly formed Honors Program and thanked Dr. Leon, Interim President, CSU-Pueblo, for his leadership on that important initiative, noting that more form is being established for that program including identifying a Director, Dr. David Malet, Assistant Professor of Political Science. She also discussed the unification and consolidation of the Budget Board with the Strategic Budget Advisory Committee, which has taken place with the assistance of Dr. Frank. Governor Proctor went into more detail about the Ad Hoc Committee on Academic Excellence being led by Dr. Peter Dorhout, Provost, CSU-Pueblo, which will dovetail into the "Strategic Plan Refresh" which is meant to revisit the overall goals and plans for the campus. She thanked all of those who worked on finalizing the changes to the Faculty Handbook, particularly the Faculty Grievance Mediation.

Prior to the Chancellor's Report, a special presentation was made to Becky Takeda-Tinker, President, CSU-Global, in celebration and recognition of CSU-Global achieving independent accreditation status from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

CHANCELLOR AND SYSTEM REPORTS

The Chair then moved to the CSU System Chancellor Report and System Report.

Chancellor Blake began by introducing Kyle Henley, Director of Denver Public Relations, CSU, and Tom Milligan, Vice President, External Relations, who are new employees in the Public Relations Department for the System. The Chancellor noted the increase in activity on donor development, most visibly in the new Engines and Energy Conversion Laboratory (EECL) in the Department of Mechanical Engineering, College of Engineering.

Chancellor Blake described a new initiated measure being brought to the Colorado State legislature which seeks to provide new sources of funding over a five-year period for Pre-K through 12 and including higher education. A discussion ensued about the viability of such a measure and whether the Board should offer any sort of position on the matter. It was generally agreed that the Board should take a wait-and-see approach to this measure and take a position as an overall System after consultation with all relevant parties.

Chancellor Blake reported that he has been asked to serve on the Education Leadership Council until his replacement has been found, at which time the new Chancellor would serve on that board, and updated the Board on the progress of submission of proposals for a replacement.

The next item on the agenda for System business was the indemnification policy, a matter for action presented by CSU-System General Counsel Mike Nosler. The General Counsel gave a brief explanation about the changes to the policy from House Bill 11-1301 which allow the governing boards of institutions of higher education the ability to enter into contracts that provide for indemnification provided that the Board determines that the contract serves a valid public purpose, without pre-approval. He asked for a motion for approval. It was moved by Governor Tate, seconded by Governor Makepeace, and unanimously approved.

The Chancellor then presented the Strategic Plan update, noting that much more tangible information was now available given the State budget completion. There will be a Coalition for Higher Education built in the fall to further explore what higher education in Colorado is contributing towards the rebuilding of the economy. Outreach to underserved students continues to be expanded, including through activities with the Denver Hispanic Chamber of Commerce. Retention rate goals continue to progress in the direction of meeting the Stretch Goals, as well as great progress being made in the area of post-graduate success and increased student engagement.

Chancellor Blake further reported work continues on lowering the student debt load through the *Commitment to Colorado*. Colorado State University's research expenditures have placed the University in the top 3 percent of all universities without a medical school and the top 10 for all research institutions in the country. Chancellor Blake noted there was still work to be done on graduation rates for CSU-Pueblo, but that student engagement is on the upswing, debt load continues to decrease, while the campus continues to increase their reserves and work on

enrollment. Furthermore, employment for graduates is trending in the right direction. CSU-Global has achieved incredible retention rates and their degree programs continue to expand.

Governor Haselden acknowledged the Chancellor's diligence in reporting and follow-up on the Strategic Plan Stretch goals and offered his congratulations for the gains being made.

PRESIDENTIAL REPORTS

CSU-Fort Collins

President Tony Frank, CSU-Fort Collins, highlighted increased enrollment figures and projected a fifth year of growth in that area. He pointed out how CSU-Fort Collins is measuring up with comparable universities in cost of education, noting that even with recent increases it is still a greater value for the cost. More students are choosing to attend CSU versus CU and Colorado residents are more aware of the value and quality of CSU.

The Education Policy Institute just awarded the University the Outstanding Student Retention Program Award. Research expenditures are projected to be \$331 million, continuing to contribute to the record number of research awards earned by the institution. Last year, \$85 million was reported toward the University's fundraising campaign and with unreported contributions, the campaign is at the \$478-million mark on the way to the \$500-million goal, which appears will be reached ahead of schedule. President Frank announced the 1870 Dinner will be held on February 4, 2012.

President Frank introduced Tom Milligan, the new Vice President for External Relations, to discuss specific measures being taken to increase enrollment and public awareness of the value provided by the CSU System. Mr. Milligan highlighted the intensive advertising campaigns taking place, specifically at Denver International Airport, to increase exposure for the System, and reported statistically the System is starting to overcome comparable State institutions in branding numbers amongst the younger and upcoming generation based on the recent Awareness Student results. Specific efforts highlighted include more public events featuring exemplary and accomplished faculty and graduates from the System. A discussion ensued about the branding of the three different campuses and the System as a whole. Areas of improvement were suggested and identified to strengthen each individual campus brand while strengthening the System as a whole.

President Frank reported the CSU Foundation was able to achieve a little over a 23% return last year on the endowment funds, withstanding market volatility with a very strong, diversified portfolio. He concluded his report recognizing the tremendous accomplishment that has been achieved by CSU-Global Campus and made a presentation to President Becky Takeda-Tinker, CSU-Global, of three gifts specifically from the CSU-Fort Collins campus.

CSU-Pueblo

Dr. Julio Leon, Interim President of CSU-Pueblo, highlighted issues in the Strategic Plan, describing some initiatives being taken to move the Stretch Goals in the correct direction, namely looking more carefully into the issue of "ghost students" and retention issues. Dr. Peter Dorhout, Provost, CSU-Pueblo, has conducted specific meetings over the summer relating to retention. CSU-Pueblo is developing a new program based on contributions from Kati Haycock, President of the Education Trust, as well as from the February Board retreat, focusing on the most at-risk students to attempt to ensure retention of these students. Dr. Leon stressed the Honors Program initiative as an attempt to ensure that higher quality students are attracted to assist with retention and graduation, and also to attempt more family involvement with these students.

Dr. Leon reported CSU-Pueblo has also been awarded hosting three NCAA Division II National Championships in track and field and wrestling. He noted that these championships were a strong expression of the community involvement in CSU-Pueblo and restated the importance of the proposed Student Center to the community relationship. He also reported that CSU-Pueblo would be taking over the hosting of economic luncheons which were previously hosted by the Pueblo Chamber of Commerce.

CSU-Global

President Becky Takeda-Tinker thanked the Board of Governors for all of the recognition she had received and also thanked and congratulated the Board for their accomplishment in enabling the first online public university to be brought into existence. Moreover, she thanked CSU-Pueblo and CSU-Fort Collins for their funding and their support. President Takeda-Tinker thanked Governor Horrell, Chancellor Blake, CFO Rich Schweigert, former Chair McConathy, Governor Elliman, and Governor Makepeace for their assistance in the HLC Review Board process. She further thanked Governor Horrell and the Chancellor for traveling to Chicago to meet with the HLC Board, and thanked General Counsel Mike Nosler for his help. President Takeda-Tinker thanked the Presidents of the three universities for helping communicate and bridge the gap between the entities.

President Takeda-Tinker reported there are now 4,358 active students at CSU-Global. CCHE just approved CSU-Global to move forward with the degree programs the Board approved in December: the Masters of Criminal Justice, the Masters of Healthcare Management and Administration, the Bachelor of Science in Communications, Interdisciplinary Professional Studies, Accounting, Criminal Justice and Healthcare Management and Administration. These will be moved forward to the HLC Committee which will take about two to three months and CSU-Global will hopefully be able to fully offer those in January. It was noted that the HLC has honored President Takeda-Tinker with an invitation to be an accreditation evaluator.

COMMITTEE REPORTS

Academic Affairs Committee

Committee Chair Governor Dorothy Horrell gave the Academic Affairs Committee report. The first action item for the Board was to approve the following items upon the Academic Affairs Committee's recommendation: HLC's accreditation of CSU-Global; acceptance of the Grade Distribution Report; Enrollment Report; Faculty Emeritus designations; and CSU-Global's degree conferral schedule (from twice annually in June and in December to conferral of the degree immediately upon completion of each eight-week term).

Governor Horrell discussed the reports on faculty workloads from all three institutions and how the report formats would be revised to ensure that the salient points are highlighted and easily comparable between institutions. She gave a brief overview of the recruitment, retention, promotion and tenure reports as well as the information related to faculty salary comparisons. Governor Horrell reported on the overall and committee concern about the continued faculty salary freeze and how this is putting CSU-Pueblo and CSU-Fort Collins at a market disadvantage. She reported there is a possibility that the comparative peer group may not be appropriate based on the changes in the mission of CSU-Pueblo. It was decided that the Provosts would develop a different set of peer institutions for CSU-Pueblo.

Governor Horrell reviewed the presentation by Dr. Nedagog from the Society for the Advancement of Chicanos and Latinos in Science in recognizing the importance of minority student populations' participation in the STEM disciplines. A motion was made to approve the action item of CSU-Global accreditation and all of the reports by Governor Horrell, seconded by Governor Makepeace, and unanimously approved.

Real Estate/Facilities Committee

Governor Ed Haselden presented the report from the Real Estate Committee, noting the only action item was for the acquisition of the property from the Colorado State University Research Foundation by CSU-Fort Collins, the details of which are contained in the action book. Governor Haselden moved for approval, Governor Elliman seconded, and this action item was unanimously approved.

Evaluation Committee

Governor Mary Lou Makepeace gave the report from the Evaluation Committee. Action items were: a request for approval to authorize disbursement of bonuses for Chancellor Blake and President Frank in accordance with their contracts in the amounts of \$35,000 and \$25,000 respectively. This item was moved by Governor Haselden, seconded by Governor Tate, and unanimously approved. Chairman Zimlich noted in connection with the evaluation of the Chancellor that the Board would like to continue the relationship with the Chancellor as a Special Advisor upon his stepping down from the Chancellorship and asked the Board to

authorize negotiations to take place to establish this relationship. This item was moved, seconded, and unanimously approved.

Finance Committee

Chairman Joe Zimlich reported the first item for action was approval of a new CSU-System Financial Aid policy and adoption of the three institution's financial aid policies based on the passage of House Bill 11-1301 which would bring the System into compliance with the new law. A motion was made by Governor Makepeace, seconded by Governor Tate, and unanimously approved. The second item for action was the adoption of the updates to the Colorado State University Finance Policies. A motion was made by Governor McConathy, seconded by Governor Elliman, and unanimously approved. Chairman Zimlich commented on the updates of the Campus Master Planning process and potential future construction projects. He noted that Rich Schweigert, CSU-System Chief Financial Officer, would bring further information to the next committee meeting.

Audit Committee

Governor Scott Johnson gave the Audit Committee's report. He noted his concerns about outstanding audit items and that those were mostly housekeeping items. The action item was the approval of the Audit report which was moved, seconded and unanimously approved.

Student Affairs Committee

Chairman McConathy thanked those who attended and gave reports on Student Affairs programs and activities and diversity.

INSTITUTIONAL DISCUSSION ITEMS

Colorado Blueprint Presentation

Dr. Kathay Rennels, Assistant Vice President, Office of the Vice President for Engagement, CSU-Fort Collins, gave an overview of Colorado Governor Hickenlooper's economic development strategy document and provided flash drives to each of the Governors. She reported the document is a result of the activities of the Governor's Economic Development Plan, work she has been doing with the counties, and how these activities relate to the CSU System.

Dr. Rennels reported activities included actions to pare down rules and regulations designed to streamline government operations on a county level; to look at how to recruit and retain and to grow businesses; to consider how to create more business-friendly environments; to increase access to capital for small businesses; to create and maintain stronger branding; to educate and to train the workforce; and to foster a culture of innovation and technology. Dr. Rennels concluded by offering that the State government is very much available, willing and able to assist in strengthening the recognition and partnership with Colorado State University and the State in working together to strengthen economic development.

China Initiative

President Tony Frank, CSU-Fort Collins, gave an update on the China initiative and the recent trip to continue to build relationships with that country. He introduced Jim Cooney, Vice Provost for International Programs, and Dr. Wei Gao to give the complete report on that trip, China, Colorado State, and the World.

Dr. Frank discussed China's role in U.S. higher education, CSU's China strategy, and the success of CSU's approach. Since 2007, there have been 12 additional delegations to China, the most recent including Amy Parsons, Vice President, University Operations-CSU Fort Collins, three deans, and Alan Lamborn, Vice Provost, which set up a new Joint Research Institute for New Energy and the Environment. Amy Parsons has negotiated a contract with The Coca-Cola Company that will put \$1 million over the next 10 years into scholarships for students from China coming to CSU, and a new Confucius Institute is scheduled to be announced next month which should generate \$100,000 to \$150,000 per year.

Vice Provost Cooney reported on trends of international students, showing that only China, India, and Korea are sending increasingly more students to the U.S. for study, but noted that the capacity for growth at CSU is great. He noted that the delegations have tried to build close relationships with the universities in China during their visits. Other strategies that have been employed are to develop close research links, joint international colloquium, workshops, and conferences.

Vice Provost Cooney described 14 current strategic partners with various degrees of success. In China his office is working with five strategic partners, all listed in the top 39 universities in China, resulting in a large amount of extra funding. The International Programs Office is also working with Chinese government agencies, the Association of Science and Technology and the State Administration for Foreign Expert Affairs. Agreements have also been signed which are the first of their kind between the government and a U.S. university. Vice Provost Cooney highlighted the statistics demonstrating the dramatic increase in Chinese and Saudi Arabian students and how that is trending upward. This upcoming year it appears there will be 250 Chinese students on campus, generating \$5 to \$6 million in gross tuition revenue.

There being no further business, the Chair asked for and received a motion to adjourn which was unanimously approved. The meeting was adjourned at 1:22 p.m.

**BOARD OF GOVERNORS
OF THE
COLORADO STATE UNIVERSITY SYSTEM
COMMITTEE ASSIGNMENTS
EFFECTIVE AUGUST 9, 2011**

*Attachment 1
Board of Governors Meeting Minutes
August 9, 2011*

STANDING COMMITTEES

Executive Committee

- Joseph Zimlich, Chair
- Dorothy Horrell, Vice Chair
- Don Elliman, Treasurer
- Ed Haselden, Secretary
- Penfield Tate III
- Sheila Trice Bell (assigned staff)

Evaluation Committee

- Mary Lou Makepeace, Chair
- Don Elliman
- Dennis Flores
- Ed Haselden
- Dorothy Horrell
- Scott Johnson
- Pat McConathy
- Penfield Tate III
- Joseph Zimlich
- Sheila Trice Bell (assigned staff)

Audit Committee

- Scott Johnson, Chair
- Mary Lou Makepeace
- Penfield Tate III
- Eric Berlinberg, CSU-Ft. Collins Student Representative
- Allison Horn (assigned staff)

Finance Committee

- Don Elliman, Chair
- Dennis Flores
- Penfield Tate III
- Carole Makela, CSU-Ft. Collins Faculty Representative
- Isaiah McGregory, CSU-Pueblo Student Representative
- Rich Schweigert (assigned staff)

Real Estate/Facilities Committee

- Ed Haselden, Chair
- Scott Johnson
- Patrick McConathy
- Kristina Proctor, CSU-Pueblo Faculty Representative
- Eric Berlinberg, CSU-Ft. Collins Student Representative
- Stu MacMillan (assigned staff)

Academic Affairs Committee

- Dorothy Horrell, Chair
- Don Elliman
- Mary Lou Makepeace
- Carole Makela, CSU-Ft. Collins Faculty Representative
- Kristina Proctor, CSU-Pueblo Faculty Representative
- George Dennison (assigned staff)

Student Affairs Committee

- Pat McConathy, Chair
- Dennis Flores
- Scott Johnson
- Eric Berlinberg, CSU-Ft. Collins Student Representative
- Isaiah McGregory, CSU-Pueblo Student Representative
- Alicia Houghteling, CSU-Global Student Representative
- Sheila Trice Bell (assigned staff)

CSU-Pueblo Foundation Liaison

- Dennis Flores

CSU Foundation Liaison

- Joseph Zimlich

CSU Research Foundation Liaison

- Penfield Tate III

Department of Higher Education Liaison

- Joseph Zimlich

AD HOC COMMITTEE

CSU-Pueblo Presidential Search Advisory Committee

- Dorothy Horrell, Chair
- Mary Lou Makepeace, Vice Chair
- Dennis Flores
- Ralph Williams
- Henry Roman
- Judy Baca
- Jennifer Mullen
- Geraldine Trujillo-Martinez
- Dawn DiPrince
- Tracy Samora
- Sheila Trice Bell (assigned staff)

Board of Governors of the
Colorado State University System
Meeting Date: October 5, 2011
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: October 5, 2011
Consent Item

LEAVE OF ABSENCE						
	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Bailey, Patricia	English	1/1/11	5/15/11	9/Spec	LWOP/Departmental
2	Baker, David F	CIRA	7/21/10	7/23/10	12/Spec	LWOP/Personal
3	Barela-Bloom, Carla	CASA	6/9/11	6/10/11	12/Reg	LWOP/Personal
4	Bennett, Kristine E	MIP	8/23/11	6/30/12	12/Spec	LWOP/Maternity-Paternity
5	Boehning, Kevin M	CEMML	7/25/11	7/25/11	12/Spec	LWOP/FMLA Leave
6	Bontadelli, Johnna	Hartshorn Health Services	7/1/11	7/6/11	12/Reg	LWOP/Departmental
7	Bontadelli, Johnna	Hartshorn Health Services	8/3/11	8/3/11	12/Reg	LWOP/Departmental
8	Brady, Amy L	CSU Extension	6/25/11	2/4/11	12/Spec	LWOP/FMLA Leave
9	Carr, George R	CIRA	8/1/11	6/30/12	12/Spec	LWOP/Special
10	Comerford, Theresa M	College of Engineering	7/5/11	7/29/11	12/Reg	LWOP/Personal
11	Davies, Amalia	Agricultural & Resource Economics	8/16/11	12/31/11	9/Spec	LWOP/Voluntary Furlough
12	Elwyn, Laurie L	Hartshorn Health Services	7/13/11	7/13/11	12/Reg	LWOP/Personal
13	Elwyn, Laurie L	Hartshorn Health Services	8/2/11	8/2/11	12/Reg	LWOP/Personal
14	Fletcher, Steven J	CIRA	8/1/11	6/30/12	12/Spec	LWOP/Special
15	Grout, Amanda S	CSU Extension	6/16/11	7/13/11	12/Reg	LWOP/Maternity-Paternity
16	Hughes, Steven A	Civ & Eng Engineering	7/1/11	7/31/11	12/Spec	LWOP/LWOP
17	Kent, Suzanne M	Anthropology	8/16/11	12/31/11	9/Spec	LWOP/Special
18	Lowrey, Robert C	Student Legal Services	7/11/11	7/15/11	12/Reg	LWOP/Departmental
19	Lowrey, Robert C	Student Legal Services	8/1/11	8/4/11	12/Reg	LWOP/Departmental
20	Lu, Chungu	CIRA	7/1/11	1/2/12	12/Spec	LWOP/Personal
21	Nightingale, Kendra	Animal Sciences	8/16/11	5/15/12	9/Reg	LWOP/Personal
22	Orswell, Forrest M	Student Legal Services	7/1/11	7/1/11	12/Reg	LWOP/Departmental
23	Orswell, Forrest M	Student Legal Services	7/8/11	7/8/11	12/Reg	LWOP/Departmental
24	Orswell, Forrest M	Student Legal Services	7/11/11	7/11/11	12/Reg	LWOP/Departmental
25	Orswell, Forrest M	Student Legal Services	7/18/11	7/22/11	12/Reg	LWOP/Departmental
26	Orswell, Forrest M	Student Legal Services	8/1/11	8/1/11	12/Reg	LWOP/Departmental
27	Sarenac, Darko	Philosophy	8/16/11	5/15/12	9/Reg	LWOP/Personal
28	Song, Rui	Statistics	9/26/11	12/31/11	9/Reg	LWOP/FMLA Leave
29	Tavener, Simon J	Mathematics	10/24/11	12/16/11	9/Reg	LWOP/LWOP
30	Warner, Katherine A	Electrical & Computer Engineering	7/22/11	8/14/11	12/Spec	LWOP/Personal
31	Winchester, Julie I	Res Assoc II	7/11/11	9/23/11	12/Spec	LWOP/Personal

Approved

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

MATTERS FOR ACTION:

CSU: Emeritus Rank Designations

RECOMMENDED ACTION

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

College of Applied Human Sciences

Victor Baez – Associate Professor

Robert Seiz – Assistant Professor

School of Social Work

School of Social Work

College of Veterinary Medicine and Biomedical Sciences

Robert Mortimer – Professor

Clinical Sciences

University Libraries

Donnice Cochenour – Professor

EXPLANATION:

Presented by Tony Frank, President

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

**Emeritus Rank Designation Summaries
Colorado State University, Fort Collins
October, 2011**

College of Applied Human Sciences

Victor Baez
School of Social Work

Victor Baez joined the faculty of the School of Social Work at Colorado State University in 1969. His service at Colorado State University has spanned over 42 years.

Professor Baez has distinguished himself for his excellent work in community engagement. In recognition for this service, Professor Baez received numerous College, University, and Community awards. Dr. Baez has taught undergraduate and graduate students and has served on numerous graduate student research committees. He is considered a supportive and conscientious mentor by many students and graduates of the School of Social Work. Many faculty members also consider him a mentor on matters of curriculum development and processes.

Professor Baez's service to the School of Social Work and Colorado State University is extensive and exemplary.

Robert Seiz
School of Social Work

Dr. Seiz joined the faculty of the School of Social Work at Colorado State University in 1996. His service to Colorado State University has spanned over 15 years.

Dr. Seiz has distinguished himself for his excellent work in both the classroom and in community engagement. Dr. Seiz has taught undergraduate and graduate students and has served on numerous graduate student research committees. He is considered a supportive and conscientious mentor by many students and graduates of the School of Social Work. For 10 years, Dr. Seiz served as Chair of the School Council meetings and as Director of the Social Work Assessment Program. Each year, the data collected from students and graduates helped inform modification to social work curriculum, policies, and processes.

Professor Seiz's research is also noteworthy. His work on agricultural safety and an appearance on Animal Planet for his work in animal assisted therapy brought honor to the School and CSU.

College of Veterinary Medicine and Biomedical Sciences

Robert Mortimer

Clinical Sciences

Dr. Mortimer has been an excellent servant to this university and to veterinary academia. He has demonstrated particular accomplishment in the field of education, and more specifically in beef cattle medicine and reproduction. Certainly no other faculty member is more expert at teaching in the “magic triangle”, consisting of the production animal, the student, and the instructor. This type of instruction very often requires the greatest commitment of time, but is also the most rewarding in terms of outcome. Throughout his career at CSU Dr. Mortimer has created new and unique platforms for this kind of teaching. Most impressively he put in place a cow-calf program, which includes experiential on-range teaching opportunities, matched with pregnancy diagnosis and management, calving, and branding. Dr. Mortimer accompanies CSU students annually on programs such as the one at Rex Ranch in the Sand Hills of Nebraska where senior students participate in a 6-week annual residential calving rotation during which they get unparalleled opportunities to participate actively in calving management. He often uses his own horses, tack, and trailer to outfit and support students as they calve cows, perform supervised caesarean sections, and manage calf diseases in a very real and often challenging world.

The student evaluations of Dr. Mortimer’s field teaching provide a unanimous and emphatic vote of support for his superb teaching, and complete dedication to student learning. There is no other program like this in North America. It is a testament to a unique educator who works alone and goes beyond expectations routinely to achieve a truly unique teaching environment.

University Libraries

Donnice Cochenour

Donnice Cochenour is a full professor with twenty-one years of dedicated service to CSU Libraries and to the institution. She has been instrumental in developing, implementing, operating, and managing our collections – an area of paramount importance to Colorado State University. She leaves a legacy of our collection that is operated and managed both efficiently and effectively. Furthermore, she has laid the groundwork for us to move to patron-driven acquisitions, in accordance with strategic directions recommended by the Library-IT Task Force.

In view of her many contributions, it is difficult to overstate how important her activities have been to CSU Libraries and to Colorado State University. Her contributions have been consistently at the very highest levels, both intellectually and pragmatically. She is exactly the type of person we wish to have a continued association with CSU Libraries and Colorado State University.

Approved

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

MATTERS FOR ACTION:

CSU: Revisions to Sabbatical Leave for 2011-2012

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve revisions to the recommendations for sabbatical leave for 2011-2012 for the Colorado State University faculty members listed below.

EXPLANATION:

Presented by Tony Frank, President

The recommendations for sabbatical leave are reviewed at the Department, College, and University levels and have received approval at each level. In this case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines.

College of Liberal Arts

James Kim Music, Theatre and Dance Cancel (Spring 2012)

College of Natural Sciences

C. Michael Elliott Chemistry Change (Spring 2012 to Fall 2011)

Board of Governors of the
Colorado State University System
Meeting Date: October 4, 2011
Action Item

Approved

Strategic Initiative: Ensure Student Satisfaction and Success
Strategic Initiative: Responsive Academic Programming

MATTER FOR ACTION:

Creation of the **School of Management & Innovation** and the **School of Professional Studies**

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System create the **School of Management & Innovation** and the **School of Professional Studies**

EXPLANATION:

CSU-Global Campus is proposing the creation of two new schools as part of organizational development in Academic Operations:

- School of Management & Innovation
- School of Professional Studies

The new organizational structure is intended to promote organizational efficiency, enhance faculty engagement, and support curriculum development. With the addition of the seven new academic programs approved by the Board in December 2010 to the existing eight programs, there is a need to organize programs and faculty by academic discipline. The proposed structure for the School of Management & Innovation and the School of Professional Studies was based on faculty input, CIP code designation, and current organizational structure.

Presented by Dr. Jon Bellum, Provost

Approved

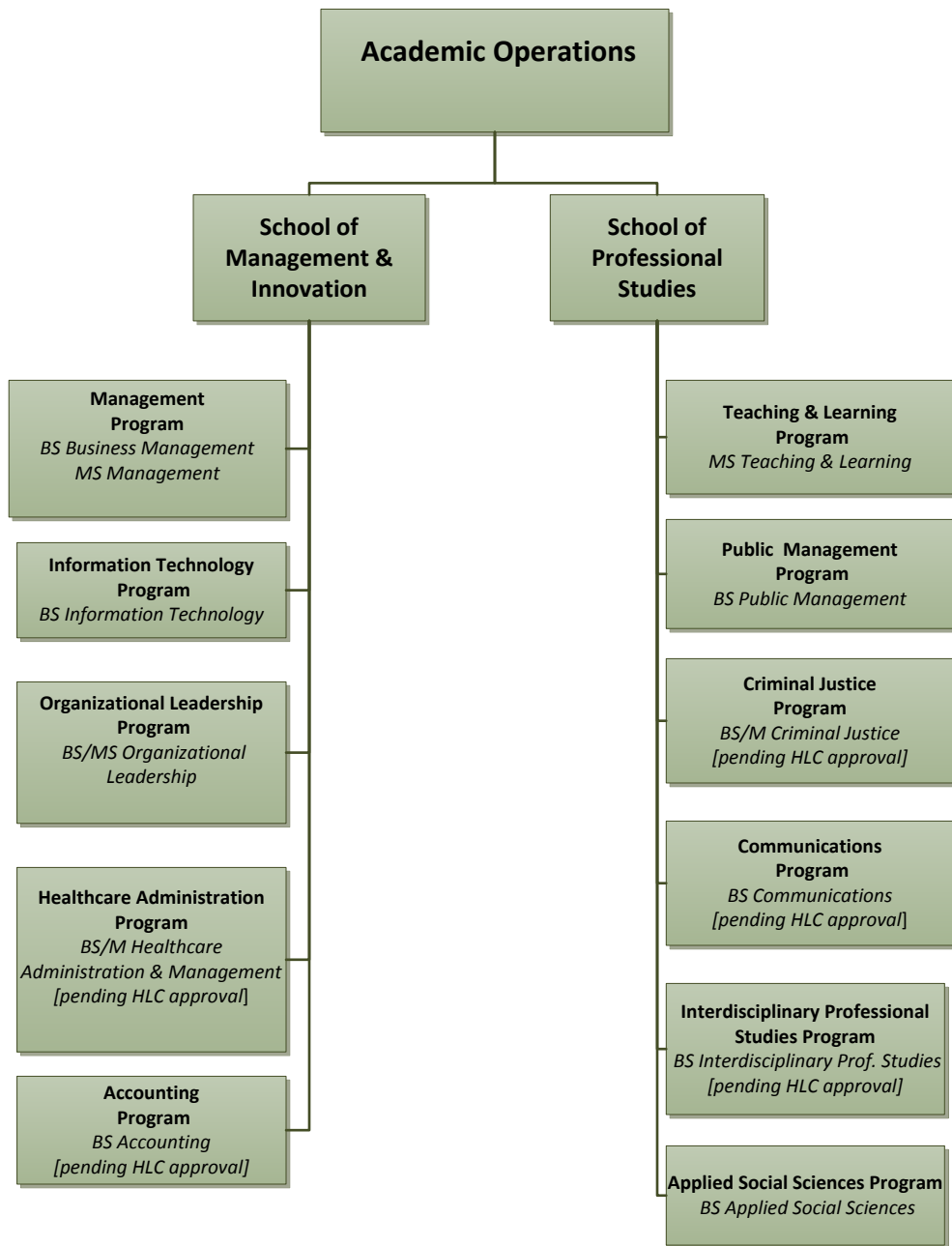
Denied

Ed Haselden, Board Secretary


Date



Proposed CSU-GC Academic Structure


October 2011




Appendix

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/11
Classroom upgrades Total Budget: \$10,000,000	\$10,000,000 Student Facility Fee and General Fund		Sept 2013	<p>23 classrooms complete, along with projects in various other buildings. Over 3400 new chairs in place in classrooms. HVAC upgrade of Animal Sciences and Shepardson is in progress, as is Chemistry A103 lecture hall upgrade and Visual Arts classrooms.</p> <p>Over 120 classrooms, study areas and lecture halls will be renovated in the next 28 months.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/11
<p>Engineering II</p> <p>Total Budget: \$58,000,000</p>	<p>\$40,000,000</p> <p>Student Facility Fee & Research Overhead</p> <p>Remaining funds from grants and donations</p>		<p>June 2013</p>	<p>Construction underway.</p> <p>Current budget of \$58M will build 122K sf with 2nd and 3rd floors shelled. As College raises additional funds these floors will be finished.</p>
<p>Braiden and Parmelee Halls 4th floor addition</p> <p>Total Budget: \$26,000,000</p>	<p>\$26,000,000</p> <p>Housing and Dining Services</p>		<p>Aug 2013</p>	<p>GMP in place and in budget. Construction underway on Parmelee Hall. Students in north half of the building and will move to south half in Dec.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/11
<p>Morgan Library Expansion</p> <p>Total Budget: \$16,800,000</p>	<p>\$16,400,000</p> <p>Student Facility Fee</p>		<p>Aug 2012</p>	<p>Foundation work and interior renovation underway. Basement compact shelving complete. 3rd floor and most of 1st floor open. Café complete.</p>

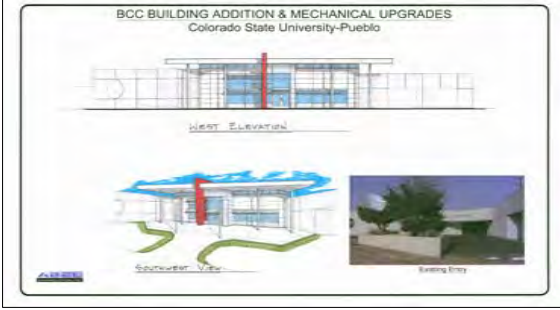
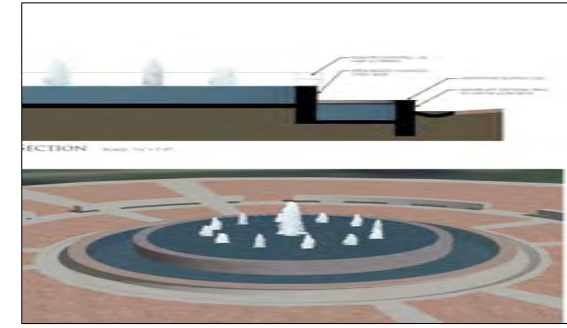

Picture of the recently completely Morgan Library Cafe

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/11
<p>Lory Student Center Theater Renovation</p> <p>Total Budget: \$6,000,000</p>	<p>\$6,000,000</p> <p>Student Center Fees</p>		<p>Aug 2012</p>	<p>Bids received and project within budget with all alternates accepted. Demolition underway.</p>

**COLORADO STATE UNIVERSITY - PUEBLO
CONSTRUCTION PROJECT STATUS REPORT**

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/15/2011	Description
New Student Housing Crestone Hall	<u>\$15.7M</u> Debt repaid with Housing Room Rental Revenue	07/08	08/09	100% completed, on schedule, and approximately \$300,000 under budget	
New Student Housing, Culebra and Greenhorn Halls	<u>\$35.0M</u> Debt repaid with Housing Room Rental Revenue	4/09	Aug. 1, 2010	100% completed, on schedule, and approximately \$1,500,000 under budget	
Academic Resources Center	<u>\$24.8M</u> \$2.8M in COPs to be repaid by University; \$22.0M in COPs to be repaid by State	09/09	Apr-11	<u>100% complete as of 07/06/11;</u> _____ 04/22/2011 Substantial Completion/ Final Acceptance - 07/06/11, and currently commissioning HVAC, with anticipated Final Settlement advertising beginning Sept.26, 2011. On budget	
Corridor Extension @ Student Recreation Center	<u>\$856,260</u> Student Rec. Ctr. Fee	05/2011	11/2011	Re-design and value-engineering resulted in Successful ReBid on 04/2011. Under Construction, approx. 60% complete. On budget	 <small>PROPOSED ENLARGED EAST ELEVATION SCALE: 1/8" = 1'-0" COLORADO STATE UNIVERSITY - PUEBLO STUDENT RECREATION CENTER CORRIDOR EXPANSION P.E.E.</small>

COLORADO STATE UNIVERSITY - PUEBLO
CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/15/2011	Description
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds--\$301,000 Building Repair/Replacement--\$462,500	05/01/2010-- site work, interior remodel, complete 09/2010-- building addition constr. Start4/2011	08/01/2010-- exterior site work and interior partial remodel; building foyer addition and remaining interior remodel Spring 2011	1) Parking and cul-de-sac: Substantially Complete 08/13/10; 2) Interior remodel 100% complete, 12/2010 3) Foyer entry addition and HVAC upgrade:REBID 07-21-11 on Budget currently under construction	
University Fountain Renovation	\$210,750 Student Fees	Jan-11	Aug-11	Re- Design and Value-engineering resulted in successful bid on-budget. Construction 50% completed. Completion 08/21/2011 On Budget	
Campus sidewalk paths and pedestrian improvements	\$180,000 Student Fees and Facilities R&R	Oct., 2009	April, 2010	Completed on time, on budget	
Campus Safety lighting at pedestrian pathways	\$580,000 Student Fees and/or Facilities R&R	July, 2010(est.)	Oct. 15, 2010	Phase I complete. Phase II construction underway, completion OCT., 2011	
Occhiato University Center	\$26.3M Debt to be repaid with student fee & auxiliary services revenue	Delayed		In-house review /validation of approved 2007 Program Plan currently underway. Campus Master plan s is underway to evaluate alternatives for Student Center	
Southeast Asia War Memorial Renovation	86,000	Veteran's donations	11/11/2011	Under Construction	

HIGHER EDUCATION READINGS

Please refer to the Academic Affairs Committee Meeting section for the Association of Governing Boards' Statement *Board Responsibility for the Oversight of Educational Quality and How Boards Oversee Quality: A Report on a Survey on Boards and the Assessment of Student Learning*.