

**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES**

Committee Meetings & Business Meeting
Student Success Building, 890 Auraria Parkway
December 5-6, 2013

Thursday, December 5, 2013

Student Success Building, Trustees Boardroom, 440A

Finance Committee: 7:30 a.m. - 9:30 a.m.

Governance Committee: 9:30 a.m. - 11:00 a.m.

Academics & Student Affairs Committee: 11:00 a.m. - 12:30 p.m.

Friday, December 6, 2013

Student Success Building, Trustees Boardroom, 440A

Executive Session: 7:45 a.m. – 8:15 a.m.

Student Success Building, 400A

Public Meeting: 8:30 a.m. – 11:30 a.m.

**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES**

Business Meeting

Friday, December 6, 2013

Executive Session: 7:45 a.m. – 8:15 a.m., SSB 440A (Trustees Boardroom)

Public Meeting: 8:30 a.m. – 11:30 p.m., SSB 400A

Student Success Building – 890 Auraria Parkway

I. CALL TO ORDER

II. EXECUTIVE SESSION:

An Executive Session may be held to confer with the Board’s attorney for the purpose of legal advice concerning pending or imminent litigation, concerning specific claims or grievances or legal advice on specific legal questions, confidential pursuant to C.R.S §24-6-402 (3) (a) (II) (2013); concerning the acquisition of property as a gift, confidential pursuant to C.R.S. § 24-6-402 (3) (a) (I) (2013); in consideration of award of honorary degree to student posthumously, confidential pursuant to C.R.S. § 24-6-402 (3) (a) (VIII) (2013).

III. CHAIR’S WELCOME:

IV. CONSENT AGENDA:

- A. Approval of June 6, 2013 Board Meeting Minutes
- B. Approval of September 20, 2013 Special Board Meeting Minutes
- C. Office of Human Resources report of personnel actions which have occurred since the last Board Meeting on September 20, 2013

V. PRESENTATIONS:

- A. Board Oversight of Educational Quality (Golic)
 - i. Faculty Recognition, MSU Denver’s CASE U.S. Professor of the Year – Ann Williams, Professor of French (Golic)
 - ii. Excellence in Equity (Golic)
- B. Metrics (Kreidler)
- C. Significant State and Federal Higher Education Developments (Jordan)

VI. REPORTS AND ACTION ITEMS:

- A. Chair’s report: *Chair Rob Cohen*
- B. President’s Report: *President Stephen Jordan*
- C. State Legislative Report: *Christine Staberg, Capstone Group, LLC* (written report only)
- D. Federal Legislative Report: *Mike Dino, Patton Boggs LLP*
- E. Academics & Student Affairs Committee: *Vice Chair Michelle Lucero*

- i. Creation of a Department of Nutrition (Haynes)
- ii. Certificate in Outdoor Recreation Leadership (Shevalier)
- iii. Proposed Bachelor of Arts in Early Childhood Education Degree Program (Shevalier)

F. Finance Committee: *Trustee Ellen Robinson*

- i. FY13-14 Budget Update (Kreidler/Lari)
- ii. Approval of proposed budget for the full build-out of the Athletics Complex (Kreidler/Nesbitt)
- iii. Nomination of HLC@Metro, Inc. Board Members

G. Faculty Senate Report: *Professor Kamran Sahami, President*

H. Student Government Report: *Laura Noe, President*

I. Alumni Report: *Alumni Representative Rob Morrill*

J. AHEC Report: *Trustee Dawn Bookhardt*

K. Foundation Report: *Trustee Bill Hanzlik*

L. Governance Committee: *Trustee Melody Harris*

- i. Bylaws Changes
- ii. Election of Officers

VII. INFORMATION ITEMS:

- A. Human Resources report of personnel actions for the Board's information which have occurred since the last meeting on September 20, 2013

VIII. PUBLIC COMMENT:

IX. ADJOURNMENT

METROPOLITAN STATE UNIVERSITY *of* DENVER
BOARD OF TRUSTEES
Annual Business Meeting
Thursday, June 6, 2013
Board Minutes

EXECUTIVE SESSION

Chairman Rob Cohen read the Trustees into **Executive Session**, and asked for a motion. The motion was made and seconded and **unanimously approved**. The Board entered into Executive Session at 7:30 a.m. At 8:55 a.m., the Board meeting was reconvened.

CALL TO ORDER

The Board of Trustees meeting was **called to order** at 8:55 a.m. by Chairman Cohen. He was joined by Vice Chair Lucero, Trustee Bookhardt, Trustee Carroll, Trustee Hanzlik, Trustee Harris, Trustee Pogge, and Trustee Robinson. Faculty Trustee David Sullivan, Alumni Representative Rob Morrill, Student Trustee Altum were also in attendance, along with President Steve Jordan, Board Secretary Loretta P. Martinez, various faculty, administrators and staff.

CONSENT AGENDA

The first order of business was the **approval of the Consent Agenda**. Chairman Cohen asked for a **motion to approve**. Student Trustee Altum moved, **with a second** by Trustee Carroll. The motion was **unanimously approved**.

CHAIR'S WELCOME.

Student Trustee Jesse Altum introduced new and returning officers of the Student Government Assembly. Seth Harris is the new Student Trustee to the Board.

President Jordan thanked Dr. David Sullivan, outgoing Faculty Trustee, for his service, and said that Dr. Juan Dempere has been elected as the new Faculty Trustee.

Chairman Cohen congratulated Rob Morrill on his second term as Alumni Trustee.

The Chair then called for the Debt Capacity presentation.

PRESENTATIONS

A. Debt Capacity. President Jordan noted that because of the number of projects currently being considered at MSU Denver, he felt it would be prudent to review the University's debt capacity. Stephanie Chichester of North Slope Capital, an adviser to the University and to a number of other higher ed institutions, also served in an advisory capacity to the State Treasurer on issues related to higher education. President Jordan stated that Ms. Chichester was very helpful to the University in its initial debt issuances, particularly on the Hotel and Hospitality Learning Center, as the rating agencies were confused by the hybridized hotel/academic building. President Jordan mentioned that the Finance Committee heard Ms. Chichester's presentation and believed it should be shared with the entire Board.

Ms. Chichester began by reviewing the projects for which the University has previously accessed the debt markets: Student Success Building, backfill projects, and most recently with the University as backstop for the hotel project. She then reviewed different ways of looking at capacity: One is that as long as MSU Denver can represent to investors that it has sufficient revenues from tuition and fees to make the new debt service payment and to cover operations on the facility being constructed, the institution theoretically has unlimited debt capacity.

Under the new formula in the Intercept Act, if MSU Denver has a credit rating of at least A and the revenues it makes available to investors cover its debt service by a factor of 1.5 times, MSU Denver can access the Intercept Program which essentially means that the State Treasurer stands behind the institution's debt and the institution has access to the market at AA2 interest rates.

Ms. Chichester explained how rating agencies compare an institution to its peers, both in Colorado and nationally, that share its credit rating, to find how the institution compares with the median. Compared to its peers in the state, MSU Denver has less debt outstanding than any other public university. Its credit rating is A1. As additional debt is issued for projects, at a point there will be an erosion in ratios below the A1 rating level. Ms. Chichester's opinion is that the University has room to nearly double its current outstanding debt load without jeopardizing its credit rating.

Ms. Chichester then reviewed how the University's debt capacity would be affected if it pursued another project as a public/private partnership. Rating agencies look at such measures as whether the project is on campus, is the University guaranteeing the debt, is the partnership with some entity other than the University. President Jordan asked whether the University's debt capacity might be increased as the hotel gains years of operations. Ms. Chichester said that is one of the main reasons universities finance through a P3 arrangement.

Trustee Bookhardt asked about the share of student residences shown as a consideration on one of the slides. Ms. Chichester responded that on a campus with a more traditional auxiliary system of 3,000 beds, if the institution partners with a developer and put privatized student housing on their campus, the rating agencies would look at how large that project is relative to the rest of the institution's inventory. If MSU Denver were to do a project like that, it would represent 100% of its inventory and the rating agencies believe that the greater the percentage, the greater the likelihood the University is not going to let the project fail.

Chairman Cohen commented that having debt capacity doesn't always mean that borrowing is the right thing to do strategically; it only means that the market is willing to loan to you, and that the job of the Board is to balance the tradeoff between risk and reward.

The Chair thanked Ms. Chichester for her work and her report, and then welcomed and congratulated Dr. Juan Dempere, the new Faculty Trustee. The Chair asked for the report on the Capital Campaign.

B. Capital Campaign. Erin Trapp reported that foundations were hit hard in the recession in terms of their assets, in some cases taking as much as a 70% loss. As a result, endowment giving has been slow to come back.

At the Tri-Board Retreat, it was acknowledged that much of the Foundation's fundraising covers multiple years. In light of the fact that there are capital projects underway, as well as planned-for capital projects, it would make better sense, she said, to conceive of those as "projects" as opposed to one continuous bucket of money. Otherwise, there would be fundraising fatigue as it takes a lot of time and expertise to engage in the Capital Campaign.

Ms. Trapp distinguished between the sort of ongoing fundraising for scholarships and the Centers of Excellence, like the OWOW Center, that will always need support, and projects like the Hotel and Hospitality Learning Center (HLC), the Athletic fields, and the Aviation facility for which personnel and expertise will need to be cultivated. An article in the Board packets reviews the ways in which universities across the country are reevaluating their capital strategies.

It was explained that \$817,700 has been raised to date for the Center for Visual Arts, which represents two-thirds of the fundraising goal for that project.

The Foundation applied for approximately 20 corporate and private foundation grants; only one was received and one is outstanding; all the others were declined. The Boettcher Foundation was asked for \$500,000 for the Center. At a site visit, their representatives were very impressed with the Center but said that \$500,000 is their entire category of funding for this year. They gave a very generous gift of \$100,000. Extra expertise is going to be brought in to help with nationwide fundraising and connection with donors beyond local donors. The arts have struggled the most coming out of the recession. The goal was to finish fundraising for the Center in June; it remains the Foundation's top priority to complete.

Ms. Trapp also reported that a dashboard is being developed that will indicate where the University stands in terms of its capital projects. She asked Board members to review the printed version of the dashboard in their packet and to let her know if it reflects the sort of information they would like to see reported monthly. The dashboard will be an ongoing method of accountability for the Foundation in how it is meeting its goals and, when it becomes automated, will provide a snapshot of giving for Board members, staff, and faculty, which is one important measure of a capital campaign.

Ms. Trapp then reviewed the Foundation's goals for the coming year. Chairman Cohen thanked Ms. Trapp for her presentation, and asked for the presentation on branding.

C. Branding. Cathy Lucas introduced Stacy Lewis from Spector Brands, the company that conducted a brand audit of the University six months ago. Ms. Lewis reported that Spector Brands was asked to come up with new positioning, a key message, and tagline for the University, to reflect the shooting star evolution that's taking place before us. Ms. Lewis said that the goals in reconceiving the University's brand were to reflect a growing and positive brand

equity of the University, to support the University's transformational vision and Strategic Plan. She stated that the Strategic Plan is impressive, and that many of the initiatives in the Plan should be told as part of the University's "story." Education of a high quality, combined with affordability and accessibility, is an incredible value proposition that needs to be reinforced.

The definition of "diversity" needs to be expanded and shifted to "inclusiveness." MSU Denver's diversity is reflective of the world around it and includes people from the gay and lesbian community, people with disabilities, people from international communities. So, woven into its messaging moving forward will be this shift to "inclusiveness."

For many years, "real world" has been used, and that will be replaced with "relevance." In addition to "diversity," "inclusiveness," and "relevance," words like "impact," "innovative," "bold," "entrepreneurial," and "forward" will be reflected in visual messages and in the overall tone and personality of the brand.

Ultimately, MSU Denver will be positioned as a center for urban excellence. The recommended strategy is to take the University's brand higher, to package it in a way that is actually inspirational. Spector Brands aspires to position the University as an epicenter for urban impact, transforming lives, communities, and higher education. The platform will position the University's mission, vision, and values as one of the primary value propositions for what this institution has to offer. It will demonstrate how MSU Denver is transforming the lives of students, faculty, and staff, transforming communities, and ultimately transforming higher education. It's important that MSU Denver's peers recognize how much more it has done to transform that landscape on many levels than any other university in the last ten years, which is also part of its brand.

Along with telling key-message stories, Ms. Lewis stated that it will be important to shift the way people speak about MSU Denver's value. Going forward, the University's value is not just about low tuition but about low cost/high value. Included in its value are its accessibility, its quality, and its outcomes. There are a number of things that MSU Denver offers that go way beyond affordability but that include affordable tuition, a diverse enrollment, high-quality instruction, individualized educational opportunities, professionally relevant academic programs, preparation in in-demand fields, innovative Centers of Excellence, access to a growing network of community members, employability, and competitive salary expectations. Every stakeholder in the University is a change agent and can support the story in a way that reflects their own experience.

Trustee Harris stated that she believes strongly in the power of branding and messaging and is grateful for the new platform which will help everyone tell the University's story and share all the amazing things MSU Denver is doing.

Cathy Lucas noted that the magazine included in the Board packet is the first vehicle demonstrating the new brand effort. The theme is "transformation."

Chairman Cohen thanked Ms. Lewis and Ms. Lucas for all their hard work, and turned to the Undergraduate Research Program update.

D. Trustee/Faculty Engagement on Educational Quality: Undergraduate Research

Program Update. Provost Golich began the presentation saying that faculty across the campus have been, informally and without recognition, engaging their students in undergraduate research work for quite some time. She expressed her deep gratitude to Dr. Pamela Ansburg and other faculty for creating the Undergraduate Research Program within the Applied Learning Center.

Dr. Ansburg explained that undergraduate research experiences can take different forms: one is that a student can apprentice with faculty mentors and learn about their discipline; another way is by coming up with their own research ideas and having a faculty mentor help realize those goals. The Association of American Universities and Colleges (AAUC) named undergraduate research one of its ten high-impact educational experiences and recommended that students experience at least two research experiences to complete an excellent education. The experience is transformational and has long-term positive impacts on students. Those impacts are even greater for non-traditional students and for students who are typically underrepresented in the field of science.

Dr. Ansburg reported that a small grants program for students has been created, and this year 17 grants of \$500 were given to participants in the program. There are also awards for student researchers and faculty who are dedicated to providing the research experiences. The program provides best-practice workshops for faculty to develop better mentoring techniques, and workshops for students on how to present their research.

Dr. Ansburg introduced two student award winners who then made brief presentations to the Board about their research experiences and the impact it has had on their lives. Chairman Cohen thanked the students and their faculty mentors for their work and presentations.

E. FY2013-14 Budget Review. Jinous Lari reviewed the FY13-14 budget. She explained that even though institutions of higher education in Colorado will be receiving more money, the increase is not enough to offset the reductions taken in prior years. The amount of state funding in FY14 that higher education is receiving is lower than the amount of funding in FY06. Because of this, many institutions of higher education in Colorado are raising tuition by between 5% and 16%, as well as narrowing their tuition windows or eliminating them altogether. Following MSU Denver's Five-Year Financial Accountability Plan approved in October 2010, an increase of 9% is proposed in tuition rates for resident undergraduate students, and an increase of 5% is proposed for non-resident undergraduate students. The tuition window of 12 to 18 credit hours will be maintained.

Anticipated new revenue, tuition, and fees total almost \$7.5 million. \$2.2 million additional revenue from state support is expected.

Ms. Lari reviewed base and non-base funding, which together total \$17.5 million in distributions.

Two major categories under proposed distributions are “labor” and “non-labor.” Under “labor,” there are three employee types: faculty, administrative, and classified personnel. A 3% salary increase (2% for inflation and CPI, and 1% for the initiative begun to move faculty salaries to 50% above and below the CUPA average) is proposed for all faculty. Added to that are promotions, post-tenure reviews, and equity adjustments.

After four years without a raise, a 2% salary increase is proposed for classified personnel and another merit increase of 1.6% as of June 1, 2013.

Due to the complexity of implementation of health care reform and compliance, \$500,000 is being put aside under “non-labor” distributions. An additional 2% shortfall reserve is being put aside under “non-labor” to cover such items as AHEC, library, and risk management.

President Jordan added that, during the discussion about enrollment in the April Board meeting, Board members expressed concern about the decline in enrollment over the past several years. Based upon that conversation, President Jordan decided to put aside the equivalent of a 2% enrollment decline in both tuition and associated COF funds. Current projections, moving toward the Fall, would indicate that all of those reserves will not be necessary. President Jordan recommended, however, that the reserves be maintained until after Fall semester enrollment and that, depending on enrollment numbers, the funds could be redistributed as one-time or base allocations.

President Jordan noted that for the remainder of the Financial Accountability Plan’s term there is some certainty regarding revenues and that it is his responsibility to use this revenue, as much as possible, to fix base expenditures before adding in new, additional expenditures in terms of people and other expenditures. So a portion of that revenue is being allocated to ongoing base expenditures that had been funded for years with one-time funds, in an attempt to fix the base expenditures.

Ms. Lari concluded her review by stating that the total operating and non-operating budget is \$219 million. Chairman Cohen thanked Ms. Lari for her presentation. This concluded the Presentations.

REPORTS AND ACTION ITEMS

A. Chair’s Report. Chairman Cohen introduced a carry-in item, the final recommendations of the Presidential Evaluation Committee, and described the extensive process that the Committee went through, which included a review of President Jordan’s performance since 2005 as measured against the Strategic Plan and the specific goals that were laid out for President Jordan. The Committee reviewed competitive and like-institution data, both from state and national perspectives, to ensure their understanding of the benchmarks used by similar institutions. A multi-year contract was considered in light of the prevailing market conditions and employment practices in other states.

The Committee concurred that President Jordan's performance over the past eight years has been outstanding. Under his leadership, the University has made significant gains, including but not limited to enhancing the overall educational quality of the institution, student recruitment and retention, recruitment of excellent faculty and staff, fundraising projects taken on, relationships with the private sector, and raising the reputation and profile of the University at the state and national levels. The first three graduate programs were created under President Jordan's leadership, a plan was created and is being executed for the University to become a Hispanic Serving Institution, the University has financed and built two new buildings (the Student Success Building and the Hotel and Hospitality Learning Center) as public-private partnerships, the \$100 million Capital Campaign was launched, the name of the institution was changed from "college" to "University," and a special tuition rate for undocumented students was implemented that served as a catalyst for passage of the statewide legislation.

Based on the foregoing, the Committee recommends a two-year contract effective July 1, 2013, ending June 30, 2015, with the possibility of three one-year extensions, for a potential total of five years. The Committee recommends an annual salary of \$311,353 and, of that compensation, \$85,000 annually be contributed to a defined contribution retirement plan to be established pursuant to I.R.C. Sec. 415(m).

Chair Cohen asked for a **motion to approve** Agenda Item VI.A.i, approval of continuing employment agreement, and establishment of new defined contribution retirement plans (a base plan and an excess plan) pursuant to I.R.C. Sec. 415(m). Trustee Hanzlik **moved for approval, with a second** by Trustee Bookhardt, which was **unanimously approved**.

Trustee Hanzlik commented that President Jordan's accomplishments are remarkable and the University is very fortunate to have Dr. Jordan as its President. President Jordan expressed his gratitude for the opportunity to continue to serve the University, and his appreciation of the faculty and staff who are all so committed to the University's ideals and to the people it serves. Chair Cohen congratulated President Jordan, and turned to the 2013-2014 meeting schedule.

Approval of 2013-2014 Meeting Schedule. Chair Cohen stated that, in order to remove scheduling conflicts with faculty meetings, the Board meeting schedule is being changed to include five Board meetings next year, aligned with the timing of decisions that need to be made, a September retreat, and a February working session. Committee meetings will be held on the Thursday morning prior to each Board meeting. Chair Cohen asked for a **motion to approve** the new meeting schedule. Trustee Harris **moved for approval, with a second** by Student Trustee Altum, which was **unanimously approved**.

(The report of the Finance Committee was taken out of order.)

F. Finance Committee. Trustee Bookhardt reported that at its last meeting, Finance Committee heard Jinous Lari's presentation of the proposed FY13/14 operating budget per the budget parameters approved at the April Board meeting. Trustee Bookhardt **moved for approval** of the

FY13/14 estimated initial operating budget for MSU Denver as presented. **There was a second** by Student Trustee Altum, which was **unanimously approved**.

Trustee Bookhardt asked Chairman Cohen if she could take a consensus which would allow the Finance Committee to explore the potential for student housing and determine if the matter is one in which the Board has interest. Chair Cohen approved and noted that the topic is one that has been raised for the upcoming retreat.

B. President's Report. President Jordan reported that the Hotel and Hospitality Learning Center was one of six winners of the 2012 Downtown Denver Partnership Award. In particular, the University was recognized for its innovation in creating a dual-purpose public-private partnership. President Jordan stated that this award is a credit to the faculty and staff who worked so hard to make the facility a reality, and to the Board, for undertaking the risks involved in building a hotel in the midst of the worst economic downturn since the Great Depression.

The official groundbreaking ceremony for the new Athletics facility was held yesterday. The facility will provide outdoor space for intramural and club sports, and will become a great community asset, providing a place where inner-city youth can come to learn tennis, baseball, and other sports and perhaps, because of those experiences, will one day choose MSU Denver for their postsecondary education.

Spring Commencement was held May 19 and nearly 2,000 students graduated from the University, including 99 graduate students. The undergraduate class included 511 candidates of color. Four bachelor's degree students finished under the Colorado GED non-resident tuition rate for undocumented students. President Jordan thanked Trustee Carroll for participating in Spring Commencement.

President Jordan then recognized Natalie Lutes, former CFO of the University, who has retired. Ms. Lutes began her career at MSU Denver in 1977, and led a variety of initiatives including two buildings in the MSU Denver neighborhood and the Five-Year Financial Accountability Plan. She oversaw the University's resources at a time of dwindling funding and economic downturn. Chairman Cohen thanked Natalie Lutes on behalf of the Board and the University for her many years of service. Trustee Bookhardt added that it has been an honor and privilege to have worked with Ms. Lutes and thanked her for her service.

C. Legislative Report. President Jordan pointed out that the final report from Christine Staberg, government relations consultant to the University, is in the Board packet and contains the outcomes of the legislative session. For the first time, state support is starting to inch back up, and President Jordan acknowledged the role of the Lieutenant Governor in having been very supportive during the executive budget process with the Governor, recommending that that change take place. Also, Representative Crisanta Duran brought the Governor to campus to tour the Auraria Library, and the Governor concurred in Rep. Duran's recommendation that \$4 million be appropriated to help with much-needed renovation of the Auraria Library. MSU Denver was widely recognized as a critical stimulus to the passage of the ASSET bill, and it was

an honor that the Governor made the decision to hold the signing of that bill here on the MSU Denver campus because of the role the University played in the passage of that bill.

On May 21, members of the Capital Development Committee toured various sites on the campus, including the Hotel and Hospitality Learning Center, the World Indoor Airport, the future site of the Athletic fields, and the Student Success Building. President Jordan thanked Trustee Bookhardt, who gave a presentation on our unique funding model for the hotel to the committee, who were very impressed.

President Jordan convened a task force to look at what the appropriate structure and governance processes ought to be for technology at the University. The task force was chaired by Dr. Raj Khandekar from the School of Business, and Dean Sander Haines from the School of Professional Studies. President Jordan thanked the committee for their work and for their commitment to changing the culture of the University in terms of how technology and the people working in it are viewed. The committee's report and recommendations will be posted on the University's website, and President Jordan welcomed comments and feedback, stating that this sets the stage for important changes in information technology in the future.

D. Governance Committee. Trustee Harris noted that, pursuant to its bylaws, the Board is to elect its slate of officers at its annual meeting, which is this meeting. In the committee meeting yesterday, however, the issue of leadership succession arose. Because many Board members' terms will end at the same time, the committee recommends that leadership succession planning be discussed at the September retreat and that the slate be left as is, with the exception of voting in George Middlemist as the new Treasurer to replace Natalie Lutes. Trustee Harris **moved for approval** the election of George Middlemist as Treasurer of the Board of Trustees, **with a second** by Trustee Carroll, which was **unanimously approved**.

Given some of the events around ethics, governance, and compliance that have occurred at other institutions of higher education, Trustee Harris said that the Committee recommends that General Counsel and Secretary Loretta Martinez dual report to the Board and to the President, and that the official job description be revised accordingly and brought to the Board for final approval. Trustee Harris **moved for approval** that the General Counsel and Secretary serve in a dual reporting structure to the President and to the Board, and that the official job description be revised for Board approval, **with a second** by Trustee Carroll, which was **unanimously approved**.

Trustee Harris noted that the Board retreat will be held September 19 and 20, and asked Board members to submit topics for discussion to her, Chairman Cohen, President Jordan, or General Counsel Loretta Martinez.

Chair Cohen thanked Trustee Harris for her report, and turned to the Academics and Student Affairs Committee.

E. Academics and Student Affairs Committee. Trustee Carroll asked Provost Golich to review the action items of the Academics and Student Affairs Committee. Provost Golich reported that the first item is new policies and procedures guidelines for the University on centers and institutes. This policy was unanimously approved by President's cabinet last fall. Trustee Carroll **moved for approval** that the policy on centers and institutes be adopted, **with a second** by Student Trustee Altum, which was **unanimously approved**.

Provost Golich stated that the second item being presented is removal of Appendix A from the *Handbook for Professional Personnel*. Trustee Carroll **moved for approval** that removal of Appendix A from the *Handbook for Professional Personnel* be adopted, **with a second** by Student Trustee Altum, which was **unanimously approved**.

Provost Golich reported that the *Handbook for Professional Personnel* is being updated to meet compliance and best practices to ensure the property rights of tenure for faculty. President Jordan noted that this is a very important action item, and expressed his appreciation to members of the committee who worked on this issue for more than a year and a half. The fact that it has taken this long to implement, he stated, in no way diminishes its significance or the work that went into it.

Trustee Carroll **moved for approval** the adoption of updated tenure rights in Chapter XII of the *Handbook for Professional Personnel*, **with a second** by Trustee Harris, which was **unanimously approved**.

Provost Golich then presented the fourth action item, which is the creation of a new Chapter VI in the *Handbook for Professional Personnel* which will enable the University to offer multi-year contracts to Category II faculty who are non-tenured and full-time faculty, as permitted by recent legislation. Trustee Carroll **moved for approval** the revisions in Chapter VI of the *Handbook for Professional Personnel*, **with a second** by Student Trustee Altum, which was **unanimously approved**.

Provost Golich then stated that Dr. Michael Edward Ketterer has been hired as chair for the Chemistry Department, and recommended that he be granted tenure upon appointment. Also, there are three recommendations for Emeritus status, all in Modern Languages: Dr. Alain Ranwez, Dr. Gudrun Clay, and Dr. Rudy Garcia. Trustee Carroll **moved for approval** the granting of tenure upon appointment, and Emeritus status, **with a second** by Student Trustee Altum, which was **unanimously approved**.

G. Faculty Senate Report. Dr. Kamran Sahami reported that since their last report, Faculty Senate completed work on four *Handbook* items, three of which were already discussed today. The fourth was that Faculty Senate approved changes clarifying how student comments are to be used in the evaluation process; this change was also approved by the University Handbook Committee.

Dr. Sahami renewed the Faculty Senate's invitation to members of the Board of Trustees to engage with faculty directly. Many other governing boards, some of them engaged in the Tegel Initiative, are working with faculty directly to transform higher education in the 21st century, and faculty welcome the opportunity to work with this Board directly.

Chairman Cohen thanked Dr. Sahami for his report, and turned to Student Government.

H. Student Government Report. Laura Noe reported that four new Senators, and a new Student Trustee, were elected in April. Student Government approved a new constitution and are working on revising their policy manual to reflect the changes to the constitution. A ballot question asked students to consider a campus-wide smoking ban, which passed. Next steps are to work with UCD and CCD student governments to complete the issue.

Inauguration for new and continuing Student Government representatives will be held Friday. Student Government will be working on goal setting and on revising its mission statement. Its goals include increasing transparency for the organization, communicating more with students and student organizations, expanding the Runners program and newsletter, and working with other student governments on campus.

Chair Cohen thanked Ms. Noe for her report, and turned to the Alumni Report.

I. Alumni Report. Rob Morrill welcomed Natalie Lutes to the Alumni Association Board. He thanked all the Alumni volunteers who helped with Spring Commencement. Metropolitan State University of Denver affinity license plates are now available. The plates feature the Roadrunner logo and MSU Denver as a word mark.

J. AHEC Report. President Jordan reported that the Auraria Board is moving forward with issuing bonds to construct a new parking garage to be located on 5th Street. Consistent with the design of other new buildings, the parking garage will have retail space on the first floor and will house the campus police department, freeing up space in the Admin Building.

K. Foundation Report. Trustee Hanzlik reported that the Foundation Board retreat is June 13, and that Jim Mulligan is the new Board chair.

INFORMATION ITEMS

A. Office of Human Resources of Personnel Actions for the Board's information which have occurred since the last Board meeting on April 4, 2013.

PUBLIC COMMENT

There was none.

ADJOURNMENT

Chairman Cohen officially **adjourned** the meeting at 11:40 a.m.

METROPOLITAN STATE UNIVERSITY *of* DENVER
BOARD OF TRUSTEES
Special Business Meeting
Garden of the Gods Club, Colorado Springs, CO
Friday, September 20, 2013
Board Minutes

EXECUTIVE SESSION

Chairman Rob Cohen read the Trustees into **Executive Session**, and asked for a motion. The motion was made and seconded and **unanimously approved**. The Board entered into Executive Session at 10:00 a.m.

CALL TO ORDER

The Board of Trustees meeting was **called to order** at 11:18 a.m. by Chair Cohen. He was joined by Vice Chair Lucero, Trustee Bookhardt, Trustee Carroll (by telephone, for a portion of the meeting), Trustee Hanzlik (by telephone), Trustee Harris, and Trustee Isenberg (by telephone). Faculty Trustee Juan Dempere, Alumni Representative Rob Morrill, and Student Trustee Seth Harris were also in attendance, along with Provost Vicki Golich and Board Secretary Loretta P. Martinez, administrators and staff.

CONSENT AGENDA

The first order of business was the **approval of the Consent Agenda**. Chairman Cohen asked for a **motion to approve**. Trustee Lucero moved. The motion was **unanimously approved**.

ACTION ITEMS

Resolution Concerning Amendment 66 (taken out of order). Cary Kennedy, CFO for the City and County of Denver, presented highlights of Amendment 66, the school funding measure which will appear on ballots in November. Ms. Kennedy reported that since the passage of TABOR in 1989, Colorado's funding of K12 education has been falling against the rate of inflation. This erosion in funding has in turn hurt higher education as the state has tried frantically to backfill those losses just to keep up.

In 2000, Ms. Kennedy authored Amendment 23 which designated a floor level of funding for K12 education. The "floor level" would be equal to the funding level in 1989, adjusted for the rate of inflation. The state is now \$1.1 billion below that floor level.

Ms. Kennedy stated that Senate Bill 213 represents an opportunity to not only restore money into K12 education, but also to link the state's school finance system to its accountability system for students, teachers, and districts. Colorado has been a national leader in building accountability structures for K12 education. Its funding system, though, was never linked to those accountability measures. SB 213 would link the two systems. SB 213 would be the state's new school finance act, replacing the school finance act of 1994, and providing for a new distribution system for school districts around the state.

(Trustee Carroll left the meeting.)

In response to a question raised by Vice Chair Lucero, Ms. Kennedy noted that SB 191, the teacher evaluation bill which has passed and is going into effect this year, is not tied to SB 213 or the ballot measure that funds Amendment 66.

Chair Cohen asked for a **motion to approve** a resolution in favor of Amendment 66. Trustee Harris **moved for approval, with a second** by Vice Chair Lucero. The item was **approved 4 to 0** through a roll call vote, 2 trustees abstaining.

A. Approval of Program Plan for the Aerospace Engineering Technologies Building.

Steve Kreidler noted that the Board is being asked to approve the program plan and financing. Trustee Bookhardt **moved to approve** the program plan for the Aerospace Engineering Technologies Building. Trustee Harris **seconded the motion**. The motion was **approved 5 to 0** through a roll call vote, 1 trustee abstaining.

B. Approval of FY 2013-14 Phase II One-Time Fund Balance Distribution.

Vice Chair Lucero **moved to approve** the one-time fund balance distribution in the current fiscal year, as presented. Trustee Bookhardt **seconded the motion**. The item was **approved 6 to 0** through a roll call vote.

C. Approval of Traditional Nursing Program. Sandra Haynes reported that the Board is being asked to approve the implementation of the traditional four-year nursing program. Through this program, students will, for the first time ever, be able to enter as freshmen and graduate with a BSN. The curriculum mirrors the accelerated nursing program and it has passed through the Faculty Senate. The tuition rate will be the same as the accelerated nursing program. The program will begin with 24 students and will be built by 24 cohorts each year.

The Board of Nursing granted its approval to implement the program last April, and gave the school one year in which to complete implementation. Approval to implement the program by the nursing accrediting body, the NNLAC, requires approval by the Board of Trustees, which must be submitted to the NNLAC four months prior to implementation of the program.

Chair Cohen asked for a **motion to approve** the Traditional Nursing Program. Vice Chair Lucero **moved for approval, with a second** by Trustee Harris. The item was **approved 5 to 0** through a roll call vote.

CARRY-IN ITEM

Approval of Naming Rights for the Athletic Complex. Chair Cohen stated that staff recommends approval of the naming of the athletic complex as stated in the resolution. The recommendation is subject to transaction review, acceptance of a gift of \$1 million to be given in annual increments of \$100,000 over a ten-year period, and the resulting assenting recommendation of the Foundation Board which is expected to occur at their upcoming meeting on October 11, 2013. Trustee Bookhardt **moved to accept** the naming and the associated gift. Trustee Harris **seconded the motion**. Vice Chair Lucero recommended that so long as the words

“Regency” and “Roadrunner” remain within the name of the athletic complex, that the Trustees defer to the final agreement of the Foundation as to whether the complex is referred to as a “complex” or as an “athletic complex.” Chair Cohen asked for a **motion to amend** the previous motion. Trustee Bookhardt **moved to accept** the naming, as amended, and associated gift. Trustee Harris **seconded the motion**. The item was **approved 5 to 0** through a roll call vote.

President Jordan thanked the Regency Student Housing Community and the Salazar Family Foundation for their very generous gift. He stated that in addition to their gift of \$1 million, they have also made an endowment gift to establish \$100,000 in scholarships in the Foundation.

INFORMATION ITEMS (*Requires no approval by the Board of Trustees*)

A. Office of Human Resources of Personnel Actions for the Board’s information which have occurred since the last Board meeting on June 6, 2013.

Chair Cohen noted that the Human Resources report of personnel actions are included in the Board packet.

BOARD COMMENT

Trustee Bookhardt requested that the concept of reviving a committee to handle grounds and building issues be considered as an item for a future Board meeting. Trustee Harris suggested that the item be brought through Governance Committee. Trustee Bookhardt agreed.

PUBLIC COMMENT

There was none.

ADJOURNMENT

After a motion by Trustee Bookhardt and a second by Trustee Harris, the Board Chair officially **adjourned** the meeting at 11:40 a.m.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's approval which have occurred since the last Board Meeting on September 20, 2013.**

BACKGROUND: Report of personnel actions which have occurred since the last Board agenda of September 2013. Initial appointments of non-temporary faculty and administrators, tenure, promotions, emeritus status, honorary degrees, and sabbatical leaves which require Board approval.

RECOMMENDATION: It is recommended by Metropolitan State University of Denver that the Board of Trustees approve the following actions.

APPOINTMENTS

Mr. Jacob Barnes, Administrative Assistant for Aviation & Aerospace Science, Annual Salary: \$32,429.00 – Effective August 1, 2013. (ADMINISTRATIVE)

Mr. Nicholas Maas, Head Men's and Women's Cross Country Coach/Club Sports Coordinator, Annual Salary: \$52,000.00 – Effective August 5, 2013. (ADMINISTRATIVE)

Mr. Robert Miller, Music Department Technology Coordinator, Annual Salary: \$56,500.00 – Effective August 9, 2013. (ADMINISTRATIVE)

Ms. Anna Hurst, Head Women's Softball Coach, Annual Salary: \$56,000.00 – Effective August 15, 2013. (ADMINISTRATIVE)

Ms. Ipek Turkyilmaz, Assistant Women's Basketball Coach, Annual Salary: \$43,000.00 at .80FTE – Effective August 19, 2013. (ADMINISTRATIVE)

Mr. Henry H. Ritchie, Administrative Assistant for Human Services, Annual Salary: \$42,250.00 – Effective August 21, 2013. (ADMINISTRATIVE)

Ms. Leticia Duarte, Commencement and Special Events Coordinator, Annual Salary: \$35,000.00 – Effective September 1, 2013. (ADMINISTRATIVE)

Ms. Kathleen Senga, Academic Department Coordinator, Chemistry, Annual Salary: \$43,250.00 – Effective September 1, 2013. (ADMINISTRATIVE)

Ms. Jean Wilkins, Assistant to the AVP for Student Engagement & Wellness, Annual Salary: \$40,000.00 – Effective September 1, 2013. (ADMINISTRATIVE)

Ms. Kia Cha, Administrative Assistant for Human Services, Annual Salary: \$32,429.00 – Effective September 3, 2013. (ADMINISTRATIVE)

Ms. Alecia Brown, Administrative Assistant of One World One Water, Annual Salary: \$40,000.00 at .50FTE – Effective September 3, 2013. (ADMINISTRATIVE)

Ms. Morgan Raleigh, Assistant Director of Admissions/Transfer Services, Annual Salary: \$50,000.00 – Effective September 3, 2013. (ADMINISTRATIVE)

Ms. Melissa Gonzales, System's and Training Accountant, Annual Salary: \$46,000.00 – Effective September 6, 2013. (ADMINISTRATIVE)

Ms. Laura Dedmon, Administrative Assistant for Advancement & External Relations, Annual Salary: \$32,450.00 – Effective September 9, 2013. (ADMINISTRATIVE)

Mr. Mark Isenburg, Applied Learning Center Specialist, Annual Salary: \$49,000.00 – Effective September 23, 2013. (ADMINISTRATIVE)

Ms. Audrey Jones, Transfer Counselor-Admissions, Annual Salary: \$40,000.00 – Effective October 1, 2013. (ADMINISTRATIVE)

Mr. George Selfridge, Collector of Student Accounts, Annual Salary: \$41,000.00 – Effective October 1, 2013. (ADMINISTRATIVE)

Mr. Dustin Leffingwell, Transfer Counselor-Admissions, Annual Salary: \$42,000.00 – Effective October 2, 2013. (ADMINISTRATIVE)

Ms. Marlee Kobzej, Coordinator, Masters of Accountancy Program, Annual Salary: \$50,000.00 – Effective October 2, 2013. (ADMINISTRATIVE)

Mr. Gerald Gibson, Data Services Coordinator, Annual Salary: \$48,000.00 – Effective October 7, 2013. (ADMINISTRATIVE)

Ms. Tara F. Areola, Equity Assistance Specialist, Annual Salary: \$50,000.00 – Effective October 7, 2013. (ADMINISTRATIVE)

Ms. Christina Battle, Art and Technology Support Staff, Annual Salary: \$47,270.00 at .50FTE – Effective October 7, 2013. (ADMINISTRATIVE)

Ms. Michele Pruitt, Assistant to Dean (SPS) for Planning, Data, and Initiatives, Annual Salary: \$53,903.00 at .40FTE – Effective October 14, 2013. (ADMINISTRATIVE)

Ms. Samantha Daniel, Academic Program Coordinator – Biology, Annual Salary: \$46,000.00 – Effective October 14, 2013. (ADMINISTRATIVE)

Ms. Porshai Campbell, Academic Assistant of Teacher Education, Annual Salary: \$45,000.00 – Effective November 1, 2013. (ADMINISTRATIVE)

Ms. Ryann Horn, Immigrant Services Program Student Success Specialist, Annual Salary: \$43,000.00 – Effective November 1, 2013. (ADMINISTRATIVE)

Ms. Tanida Ruampant, Associate Director of Alumni Relations, Annual Salary: \$60,000.00 – Effective November 1, 2013. (ADMINISTRATIVE)

Mr. Patrick Purfield, Online Applications Developer, Annual Salary: \$71,000.00 – Effective November 1, 2013. (ADMINISTRATIVE)

Ms. Natalie Gleason, Academic Program Coordinator, Annual Salary: \$46,000.00 at .50FTE – Effective November 1, 2013. (ADMINISTRATIVE)

AGENDA ITEM: Educational Quality: Equity in Excellence

BACKGROUND:

In 2013, the University of Southern California's (USC), Center for Urban Education (CUE) – housed in its Rossier School of Education – joined forces with the Western Interstate Commission for Higher Education (WICHE) to launch a two-year project called “Equity in Excellence.” Its goal is to support Colorado's articulated master plan for higher education, *Colorado Competes: A Completion Agenda for Higher Education*. Using an analytics and dashboard tool developed by the team at USC's CUE, a team of faculty and staff have identified a limited number of courses and programs that are key to MSU Denver's ability to ensure that our students persist through graduation.

The Equity in Excellence team is Co-Chaired by Ramon del Castillo (Chair, Chicana/o Studies Department and member of the Faculty Senate) and Lunden MacDonald (Chair of the Modern Languages Department). Other team members include the following: Henry Jackson (Associate Professor, Criminal Justice and Criminology Department and Member of the Faculty Senate and its Multicultural Committee), Jane Chapman Vigil (Professor of English and Interim Director of MSU Denver's Center for Faculty Development), Dave Ruch (Professor, Mathematics Department), Ted Shin (Associate Professor, Industrial Design), Stephanie Sutrina (Assistant Director, Institutional Research), Judi Diaz Bonacquisti (Associate Vice President, Enrollment Services), Cindy Hejl (Director, Financial Aid), Cynthia Armendariz (Director, Excel Programs), Stephen Lee (Counselor, Counseling Center), Bridgette Coble (Director, Career Services), Hsiu-Ping Liu (Professor, Biology and Faculty Senator), and Winston Grady-Willis (Chair, Africana Studies).

ANALYSIS:

Through a variety of means – surveys, focus groups, and interviews, as well as collecting data about student performance in foundational courses and student service operations – the project aims to create campus action plans that will outline concrete steps for reaching MSU Denver's student persistence and graduation rates identified in its Strategic Plan and its Performance Contract with the Colorado Department of Higher Education (CDHE).

RECOMMENDATION:

This is an information item only. No action is required



Big Goals

The Colorado Commission on Higher Education's new master plan, *Colorado Competes*, is centered on the bold goal of increasing the proportion of the state's adults with a college degree to 66% by 2025. As part of that plan, each system or institution has established a new performance contract with the commission outlining its responsibilities and contributions in pursuit of that goal.

Metropolitan State University's performance contract calls for a 1% increase in the number of undergraduate credentials awarded annually (based on a rolling three-year average), and MSU has further committed to increasing the number of credentials awarded to underserved minority students by 2% annually. On the ground, this means finding ways to ensure that more students are retained, reach critical milestones like passing gatekeeper courses and making timely progress in credit accumulation, and graduate within six years after first enrolling.



Metropolitan State University

Performance Contract Indicators

- Increase undergraduate credentials by 1 percentage point annually
- Annually increase the graduation rate of transfer students
- Increase the number of undergraduate credentials awarded to resident underserved students by 2% per year
- Annually increase the successful completion (C or better) of introductory gtPathways courses in English and Math
- Annually increase the proportion of students who accumulate at least 24 credit hours
- Annually increase retention rates across all student levels
- Annually reduce disparities in graduation rates between resident underserved and resident non-underserved students
- Annually increase the number of resident underserved students who earn postsecondary credentials in STEM disciplines
- Meet annual projections of increased Latino/Hispanic enrollment by 8.25% per year (base year 2007)



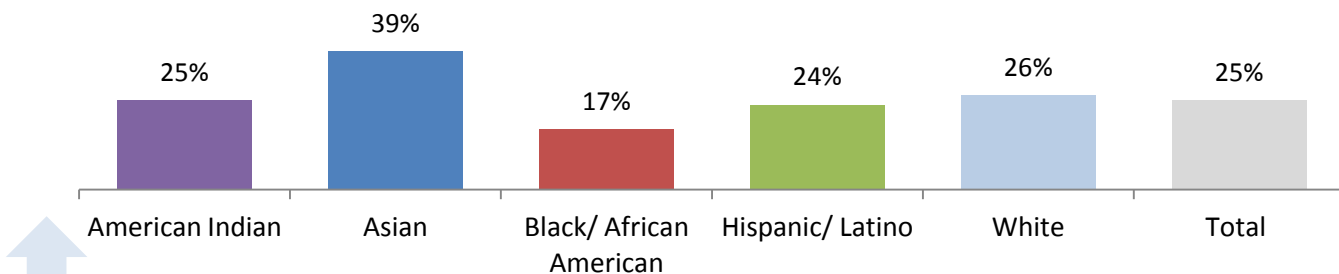
Equity Scorecard Data

- On-time credit accumulation and completion (5 cohorts)
- Fall to Fall retention and completion (5 cohorts)
- Enrollment and success in gateway math and English courses (1 cohort)
- Admissions pipeline: applicants, accepted, enrolled
- Cohort outcomes: BA earned w/in 4, 5, or 6 years, transferred, still enrolled, left <2.0 GPA, left >2.0 GPA (5 cohorts)
- College-level credits attempted, passed, and failed in the first academic year (5 cohorts)
- Student referred out to community college to receive basic skills math or English



Graduation rates

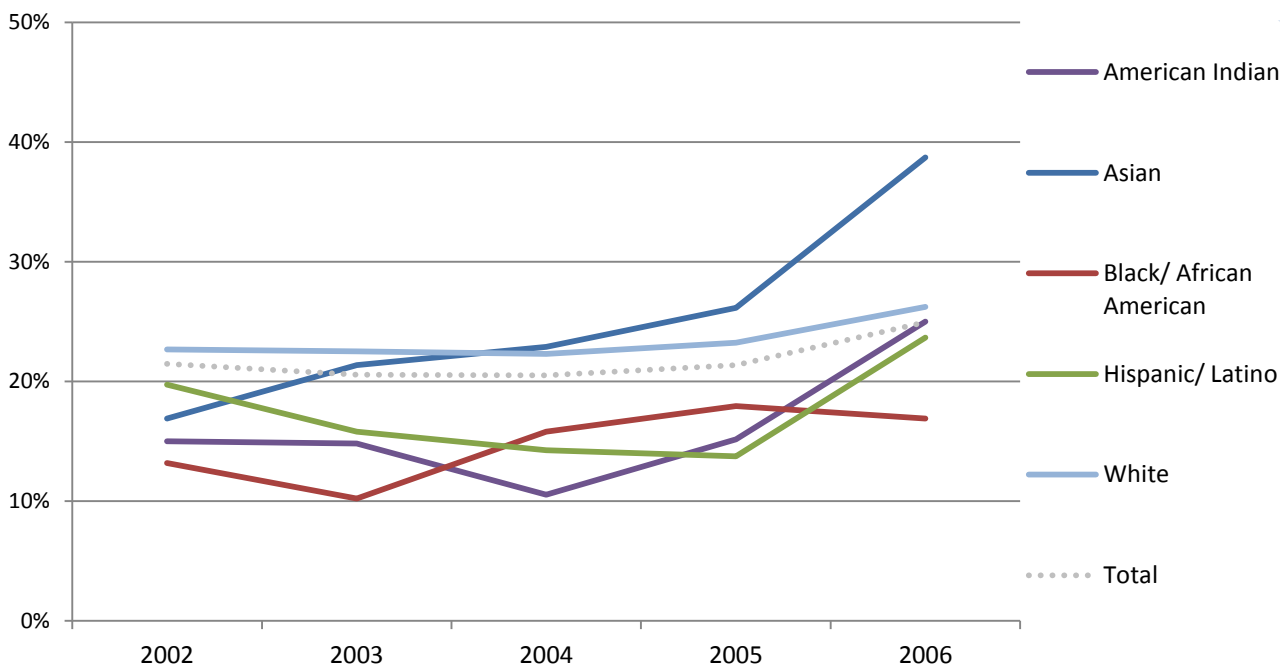
Figure 1. 6-year graduation rates, by race/ethnicity (2006 first-time, full-time cohort)



For the most recent cohort for which 6-year graduation rates are available (those starting in 2006), African American students experience average success rates below the average of 25%.

Looking at trends in success rates over time provides context for the most recent data. Where do we see improvement, consistency, or decline?

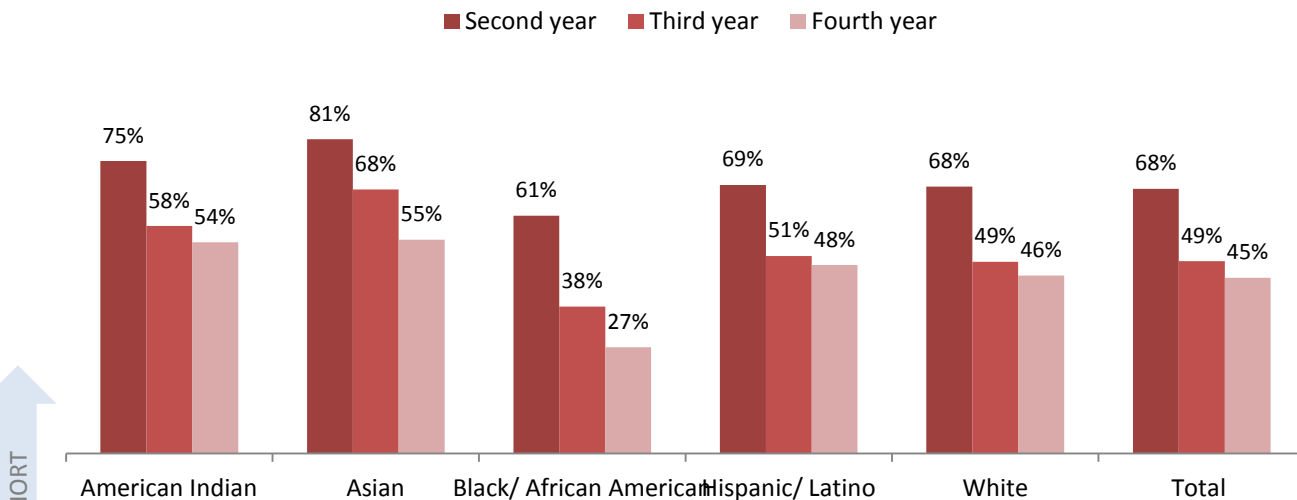
Figure 2. Trends in six-year graduation rates (2002-2006 cohorts)





Retention rates

Figure 3. Fall-to-fall cumulative retention rates—at least part-time continued enrollment (2006 cohort)

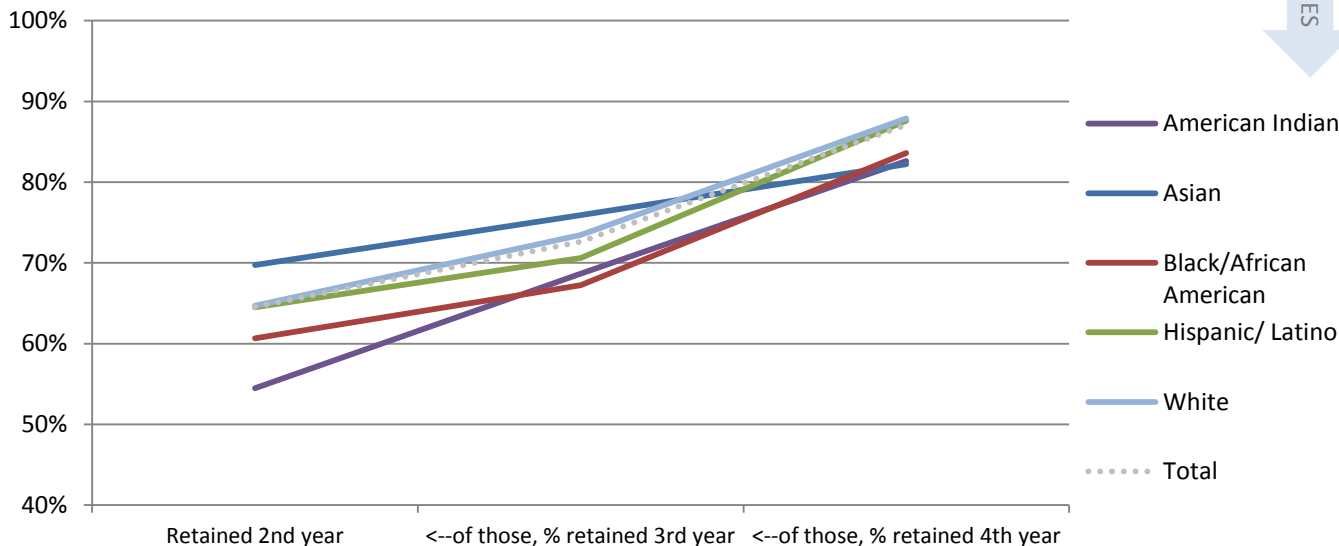


Where do the most students get lost? Where do gaps start to emerge by race and ethnicity?

Around 70% of all first-time, full-time students continued to enroll at least part-time one year after first enrolling. But African-American students were retained at a lower rate than other groups throughout the first four years and were almost 20 percentage points below the average by the fourth year.

Retention is an important practice-relevant indicator, because each additional year that students are retained at least part-time, their chance of continuing to the following year grows—and gaps between groups begin to narrow. For example, African American students that were retained through the third year are only slightly less likely than other groups to continue on to a fourth year.

Figure 4. Retention rates from year to year—at least part-time continued enrollment (2002-2006 cohorts)





Why do we see these outcomes and equity gaps?

Looking at patterns of success rates and gaps in outcomes between racial and ethnic groups typically raises more questions than it answers. As practitioners committed to working with students and helping them succeed, we have hunches about why we see low success rates in certain milestones or why certain groups of students do better than others. The Equity Scorecard is a process for testing those hunches and developing a plan of systematic, equity-minded inquiry into patterns of student success.

The following Vital Signs are resources that can help “test our hunches” about students’ outcomes. These data provide answers to some of the common questions we have when we see low overall rates of success or big gaps between certain groups. These data will help refine the areas on which your Evidence Team will focus and develop clear goals for your inquiry.

Common hunches...



Look at Vital Signs on...

Some students aren't as prepared academically and so enroll in fewer college-level courses during their first year.

Some students wait longer to take critical math and English courses, so it takes them longer to graduate.

Some students are more likely to go part-time, or to transfer to another institution.



- **College-level credits attempted, dropped, passed, and failed** during the first academic year
- **Gatekeeper and remedial course enrollment and success** in the first academic year
- **Credit accumulation** patterns over time



Center for Urban Education & WICHE Partner on Student Equity Project in Colorado

The Center for Urban Education (CUE) at the Rossier School of Education at the University of Southern California and the Western Interstate Commission for Higher Education (WICHE) are partnering on a project supporting the implementation of Colorado's bold higher education reform agenda. With funding from the Ford Foundation and the Bill & Melinda Gates Foundation, CUE and WICHE will work with three postsecondary institutions in Colorado – the University of Colorado Denver, Metropolitan State University of Denver, and the Community College of Aurora – as well as with the Colorado Department of Higher Education (CDHE) and the Colorado Community College System to align the state's higher education policy measures with concrete, equity-focused measures.

Equity in Excellence, a two-year, \$1 million project funded equally by the Ford Foundation and Bill & Melinda Gates Foundation, is building on work already underway in Colorado. Over the past two years, the Colorado Commission on Higher Education and other education and political leaders have created a new strategic plan and legislation aimed at increasing the number of Coloradans aged 25 to 34 who hold high-quality degrees and certificates. Equity in Excellence will assist the state's public colleges and universities in translating the goals outlined in the plan and legislation into concrete action at the campus level.

CUE and WICHE, who partnered on a previous equity-focused project in Nevada, will help Colorado leaders identify goals related to equity gaps in targeted academic milestones, such as retention, success in STEM (science, technology, engineering, and math) courses, and transfer or degree completion. Working with the three metro Denver institutions, they will conduct a policy audit and analysis, looking at equity-focused policies and practices related to students' academic progress and success. They will also support faculty, staff, and administrators at the three institutions as they identify specific goals, benchmarks to measure progress, and action plans that outline concrete steps for reaching those targets. And they will work, in partnership with CDHE, to integrate these campus-level action plans and benchmarks into Colorado's ongoing policy reforms, in order to strengthen the state's policy strategies, particularly with respect to closing postsecondary attainment gaps.

Metropolitan State University's fifteen-person Equity in Evidence team, listed below, is currently engaged in this work.

Ramon del Castillo *Team Leader and Department Chair, Chicana/o Studies Department*

Lunden MacDonald *Team Leader and Department Chair, Modern Languages Department*

Stephanie Sutrina *Team Institutional Researcher and Assistant Director of Institutional Research*

Cynthia Armendariz *Director, Excel Programs*

Jodi Diaz Bonacquisti *Assistant Vice President of Enrolment Services*

Jane Chapman Vigil *Professor of English*

Bridgette Coble *Director of Career Services*

Vicki Golich *Provost and Vice President for Academic and Student Affairs*

Winston Grady-Willis *Department Chair, Afrikana Studies*

Cindy Hejl *Director of Financial Aid*

Henry Jackson *Assistant Professor, Criminal Justice and Criminology*

Steven Lee *Assistant Director of the Counseling Center*

Hsiu-Ping Liu *Associate Professor of Biology*

Dave Ruch *Professor of Mathematics*

Ted Shin *Associate Professor of Industrial Design*



Advisory Board

Gerri Anderson
Colorado Community College System

Greg Anderson
University of Denver

Linda Bowman
University of Denver

Don Elliman
University of Colorado, Denver

Matt Gianneschi
Colorado Department of Higher Education

Vicki Golich
Metropolitan State University

Stephen Jordan
Metropolitan State University

Janet Lopez
Rose Community Foundation

Nancy McCallin
Colorado Community College System

Olivia Mendoza
Colorado Latino Forum

Rico Munn
Aurora Public Schools

Roderick Nairn
University of Colorado, Denver

Alton Scales
Community College of Aurora

USCRossier
School of Education
Center for Urban Education

WICHE
Western Interstate Commission
for Higher Education

EQUITY IN EXCELLENCE: *Higher Education for Colorado's Future*

During the past two years, Colorado's education and political leaders have established a broad foundation for reform of the state's higher education system. These efforts, including a bold new strategic plan and comprehensive legislation, are aimed at increasing the numbers of degrees and certificates of value awarded annually and closing gaps in postsecondary access and success for the state's rapidly growing minority populations. The reforms and goals these measures established will strengthen the link between higher education and the state's economic future; they are also visionary in calling for greater postsecondary access and attainment for the state's rapidly growing ethnic minority population.

The message of the state's reform measures is clear: Colorado's future depends on excellence and equity in higher education. The state's leaders have built a strong framework for pursuing both. But state-level goals and reforms aren't enough to ensure that public institutions can meet the state's ambitious goals for the future. Realizing those goals depends on translating them into actionable steps on the ground at the state's public colleges and universities.

Realizing the state's ambitious goals for the future requires translating them into actionable steps for colleges and universities.

In 2013, the Center for Urban Education (CUE) at the University of Southern California and the Western Interstate Commission for Higher Education (WICHE) are launching a two-year project – **Equity in Excellence** – to support the implementation of Colorado's bold higher education reform agenda. With a focus on metropolitan Denver, the project will align the state's higher education policy measures with concrete, equity-focused actions within community colleges and four-year institutions. During 2013-2014, the **Equity in Excellence project** will:

- **Guide** state leaders in identifying priorities and articulating specific goals around community college transfer, degree completion, and racial equity.
- **Support** faculty, staff, and administrators in creating benchmarked completion and equity targets that align with the state's goals.
- **Facilitate** the creation of campus action plans that outline concrete steps for reaching those targets.
- **Integrate** campus-level targets into state policy structures and embed equity indicators in the state's ongoing policy reforms.

For more information, please go to http://cue.usc.edu/partners/colorado_excellence_in_equity.html or contact Demarée Michelau, WICHE's director of policy analysis, at 303.541.0223 or dmichelau@wiche.edu. Equity in Excellence is supported by the Ford Foundation and the Bill & Melinda Gates Foundation.

MEMORANDUM

To: MSU Denver Board of Trustees

From: Christine Staberg, Partner

Date: November 22, 2013

Re: 2014 State Legislative Preview

Expectations for the 2014 session have shifted dramatically given the recent (and first ever in our state's history) successful recalls of two state senators. The passage of gun control legislation during the 2013 session resulted in the first ever recall of two state legislators - Democrat Senate President John Morse of Colorado Springs and Democrat Senator Angela Giron of Pueblo. Their Republican replacements narrow the Democrat's majority in the Senate from 20-15 to 18-17. With the Senate President recalled, new leadership elections were held within the caucus and Morgan Carroll of Aurora is now the Senate President and Rollie Heath of Boulder is now the Senate Majority Leader. The one-seat margin also triggered a new alignment on committees, and Senator Heath made new appointments to committees late in October. The Senate Education Committee shrunk from 9 members to 7 (4 Democrats and 3 Republicans). Senator Cheri Jahn has been appointed to fill Sen. Giron's seat on the Capital Development Committee.

Recall organizers are now targeting Democrat Senator Evie Hudak of Westminster. If enough signatures are collected, her recall election could occur in January or February of the 2014 legislative session. Of note, Senator Hudak serves as chair of the Senate Education Committee. These recalls have not only changed the makeup of the State Senate but set a precedent that adds a new dynamic to the politics under the dome. In addition, there will be one other new legislator in the House of Representatives. KC Becker from Boulder has been selected by a vacancy committee to replace Representative Claire Levy who resigned before her term was up to take a position as Executive Director of a Colorado-based nonprofit organization. Rep. Levy's seat on the Joint Budget Committee was filled by freshman Rep. Janice May.

Given these significant upheavals in the interim, and because 2014 is an election year, the coming session is likely to be a challenging environment for those looking to pass legislation with significant impact. Republicans are expected to focus their attention on efforts to repeal bills that passed in 2013, including the gun control measures and renewable energy mandate. Democrats will attempt to kill those bills quickly and shift the focus to other issues. Control of the Senate is expected to be in play for the November 2014 election. The House is thought to be "safe" for the Democrats, though focus on 5 – 6 key races could narrow the majority's margin.

Governor Hickenlooper also stands for election in 2014, following a high-profile 2013 that brought a death row appeal, votes in northern counties to pursue secession, and voter's rejection of Hickenlooper-backed Amendment 66 to increase taxes to fund K-12 education.

Budget

Governor Hickenlooper's budget request includes an additional \$101.8 million for higher education over last year's budget. If approved as is, the allocation would include an 11% across the board increase for all higher education institutions (\$60 million total) and a 42% increase in financial aid (\$40 million total). Of the financial aid allocation, the Governor is requesting \$30 million for need based aid, \$5 million for merit aid and \$5 million for work-study.

Capital

AES Building – MSU Denver's top priority capital project requests \$5.2 million in 2014-15 for A&E for the AES building. The request was rated well on the Colorado Commission on Higher Education list, but failed to make the Governor's recommended budget. The Governor's capital budget included only 2 higher education projects, the AHEC library and the fine arts project at UCCS.

AHEC library – as noted, the AHEC library was one of only two higher education capital requests that made it in to the Governor's proposed budget. If approved, \$22.8 million would be available to complete the library renovation.

Policy

Bachelor of Applied Science/CCCS – Legislative sponsors convened numerous meetings with institution CEO's over the interim to refine the community college proposal to offer Bachelor's degrees. The bill is expected to be introduced very early in the session.

Teacher licensure/teacher preparation – back again! President Jordan was appointed to serve on a task force to develop a proposal for the 2014 session.

Affiliate faculty – Rep. Fischer plans to introduce a bill that would require community colleges to pay affiliate and tenured faculty from the same salary schedule and apportion benefits equally based on hours worked.

It's early still, with many issues yet to come, and lots of rumors that I'm not willing to put in writing!

Key Dates/Events

SGA Advocacy Training	Nov 20
Joint Budget Committee/staff present	Dec 3
Capital Development/MSU Denver present	Dec 4
JBC/MSU Denver present	Dec 12
Session Convenes	Jan 8
Legislative Reception @ CAVEA or HLC	Jan 22
MSU Denver caucus – Feb & March	TBD

AGENDA ITEM: Creation of a Department of Nutrition

BACKGROUND:

Employment for dietitians and nutritionists is expected to increase 20% from 2010 to 2020, faster than average for all occupations (www.bls.gov). Growth within the nutrition program at MSU Denver has been keeping pace with the expected employment increase. Over the past five years, the number of full-time equivalent students (FTES) in the program has increased by 17% from 612 FTES in 2008-09 to 714 FTES in 2012-13. In 2008, the program added the Human Nutrition – Dietetics major to its already well-established minor and general studies offering (NUT 2040 Introduction to Nutrition). The program had 26 students majoring in Human Nutrition and Dietetics in 2008 and has grown to 430 majors over the past five years. As a result, MSU Denver houses the largest undergraduate nutrition program in the state of Colorado. The nutrition program currently resides within the Department of Health Professions. We believe that establishing a Department of Nutrition will increase the program's visibility and further increase enrollment and graduates in this growing field.

The Department of Health Professions is overextended with four separate programs – Health Care Management, Integrative Therapeutic Practices, Nutrition, and Recreation Professions. Although each of these programs is related to health, having all four programs in one department results in too broad a focus. We believe that a separate Department of Nutrition would lead to improved visibility and aid students in finding and receiving advising on the major, minor, and general studies course. In addition, we believe a separate department would lead to further program growth and a refined focus on student-centered and high impact practices related to retention and persistence to graduation. Future plans to address that growth and focus include:

- addressing the national mandate to elevate the entry-level education requirements for registered dietitians (RDs), beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree,
- exploring development of a post baccalaureate internship and/or graduate program in Human Nutrition and Dietetics,
- addressing the recommendation of a new (non-RD) credential for baccalaureate-prepared practitioners based on results from a forthcoming national practice audit,
- potential development of concentration(s) for majors who plan to attend graduate school and/or do not want to pursue the RD credential,
- exploration of a service-learning course to increase experiential learning opportunities, and/or
- improving program visibility within and beyond the institution through exploration of a nutrition assessment and education center that provides hands-on experience for students majoring in a variety of areas (e.g., Nutrition, Human Performance and Sport, Health Care Management, Marketing) while partnering with industry and serving the University and surrounding community.

The proposed structure for realigning the current department into two departments would be as follows (based on 2012-13 data):

- **Health Professions Department** consisting of 10 faculty, 620 FTE students, 9323 credit hours produced, and one administrative staff.
- **Nutrition Department** consisting of 10 faculty, 714 FTE students, 10,712 credit hours produced, and one administrative staff.

The chairs of these two departments would report directly to the Dean of the School of Professional Studies. Increased funding for this realignment is minimal. The current department has two administrative staff, utilizes an assistant chair, and has existing office space that accommodates current faculty and staff. Funding would be needed for items related to the initial realignment including establishing a separate front desk area, phone line, and signage for the Nutrition Department. Many resources, including the conference room, copier, fax machine, scanner, and software programs would continue to be shared.

According to the Board of Trustees Manual, Section 1.12 Policy-Making and Policy Implementation:

- B. The College shall maintain a current organizational chart identifying administrative and academic units and their relationships. All changes in structure at the department, division, school, center, institute, or College level shall be submitted through the President to the Board for action.

RECOMMENDATION:

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the formation of a Nutrition Department as described above starting July 1, 2014.

AGENDA ITEM: Certificate in Outdoor Recreation Leadership

BACKGROUND:

The 2007 Trustees Policy Manual Section 5.3 authorizes the Board of Trustees to approve curricular items and actions, including new certificates of completion. The Outdoor Recreation Leadership certificate presented below has been vetted through established university channels, including the School of professional Studies Curriculum Committee, Dean of the School of Professional Studies, and the Faculty Senate Curriculum Committee, and is presented to the Board for its consideration.

ANALYSIS:

The Department of Health Professions proposes a certificate in Outdoor Recreation Leadership to enhance marketability of MSU Denver students enrolled in fields of study such as Recreation professions, Human Services, Physical Education, Elementary and Secondary Education, Environmental Science and Land Use. The certificate encompasses basic recreational concepts, and addresses additional recreation-related issues such as risk management, partnerships, and funding. This broader approach sets MSU Denver apart from the Certificate in Outdoor Recreation leadership offered by Red Rocks Community College and the outdoor education program for future teachers offered at the University of Northern Colorado. The United States Department of Labor, Bureau of Statistics Occupational Outlook Handbook compile in March, 2012, projects a 19% growth in employment of recreation workers; Outdoor Recreation Economy (Outdoor Industry Association, 2012) reports that outdoor recreation adds \$646 billion to the American economy and supports 6.1 million jobs; and the 2012 Pathways to natural Resources Careers summit identified lack of personnel trained in outdoor recreation as an important issue. Outdoor recreation is an important contributor to the state economy, and state legislation (HB 10-1131) supports increasing outdoor recreation opportunities through the Colorado kids Outdoor Grant program and the development of an Environmental Education Plan through the Colorado Department of Education.

The impact on resources is expected to be minimal: The certificate is comprised of existing courses and existing course rotations are sufficient to support an initial expected enrollment of fifteen students, projected to double within two years. To sustain the certificate, the department plans to increase section enrollment, seek cash-funded opportunities, and explore entrepreneurial models to support the certificate program as enrollments grow.

The certificate would be comprised of a minimum of 15 credit hours, including a 10 credit hour core and five credit hours of approved electives:

Core:

RECR 2110 Recreation Leadership Skills and Techniques

RECR 2210 Managing Outdoor Recreation Programs

RECR 3970 practicum in Recreation, Parks or Therapeutic Recreation

Electives:

RECR 399B Outdoor Recreation Leadership

RECR 399C Rock Climbing Training Program

RECR 399D Canyoneering Training Program

RECR 399H Advanced Rock Climbing Leadership

RECR 390H Outdoor Recreation for People with Disabilities

RECR 3930 Contemporary Issues: Variable Topics

RECOMMENDATION:

The Academic and Committee recommends approval of the Outdoor Recreation Leadership certificate by the Board of Trustees.

AGENDA ITEM: **Proposed Bachelor of Arts in Early Childhood Education Degree Program**

BACKGROUND:

In spring 2012, a Phase One New Degree Proposal document was approved by the Graduate Council and the Academic and Student Affairs (ASA) Senior Leadership Team. The purpose of this document is for academic programs wishing to offer a new degree program to provide information regarding demand for the program, necessary resources, and potential for duplication. This information is reviewed to determine whether or not the proposed degree program should move to Phase Two which is full curriculum review. The Graduate Council and ASA team review and approve Phase One graduate degree proposals; the ASA Senior Leadership team reviews and approves Phase One undergraduate degree proposals. Both graduate and undergraduate programs are brought to the Board of Trustees for preliminary approval during Phase One.

ANALYSIS:

The Department of Special Education, Early Childhood Education, Reading and Educational Technology proposes a Bachelor of Arts in Early Childhood Education to prepare highly qualified early childhood teachers and professionals. The degree is based on the 2010 National Association for the Education of Young Children professional standards, and offers two concentrations: Concentration A, a teacher licensure track, and Concentration B, a non-licensure track for professionals such as directors, coaches and family/child advocates. The degree builds on existing courses and field experiences, and includes new courses specific to meeting the needs of culturally and linguistically diverse young children and families in urban settings. Data from the United States Department of Labor Bureau of Labor Statistics projects a 23% increase in the need for preschool and kindergarten teachers, and a 24.9% increase in the need for preschool and child care administrators. In addition, Federal Head Start regulations require 50% of the organization's Early Childhood teachers to have a bachelor's degree in early childhood education or a related field by 2013. A new degree in Early Childhood Education will allow MSU Denver to meet this growing need for high quality degrees in early childhood education.

Letters of support for this proposal were received from the Departments of Psychology, English, and Health Professions. Resource impacts are expected to be minimal, and enrollment in the Early Childhood Education degree will not adversely affect enrollment for these departments.

The Academic and Student Affairs Senior Leadership team has reviewed and approved this Phase One proposal for an Early Childhood Education degree. The next step would be preparation and submission of a Phase Two curriculum proposal, which will entail a comprehensive curriculum review, including Department, School, and Faculty Senate Curriculum Committees.

RECOMMENDATION:

The Academic and Student Affairs Committee recommends the approval of the proposed Early Childhood Education degree proposal.

**Phase One Review Process
BA in Early Childhood Education**

1. Essential Features of the proposed BA in ECE, including a program description and possible course offerings.

The undergraduate degree in Early Childhood Education (ECE) is designed to prepare students to become highly qualified early childhood teachers and professionals who work effectively with children ages birth-through-8 across all settings and in diverse contexts.

Students in the Early Childhood BA program will take classes and participate in supervised field experiences that support development of the knowledge, understandings, and competencies required of successful early childhood teachers in inclusive classrooms. Students are provided opportunities that nurture future leaders in the early childhood profession who can interpret research, incorporate it within their practice, and advocate for what is developmentally appropriate for children in classrooms and in public forums.

The new Bachelor of Arts degree in Early Childhood Education would offer students **two concentrations** from which to select based on their personal and professional goals.

Concentration A (licensure) is specifically for those students who wish to become Colorado state licensed teachers of children ages birth through 8. These students typically seek to teach Preschool to 3rd grade in the public schools.

Concentration B (non-licensure) is specifically for those students who do not seek a Colorado state teaching licensure. These students seek to become Early Childhood teachers in public, private or non-profit centers and districts that do not require teacher licensure **OR** Early Childhood professionals such as directors, coaches, and advocates for children and families.

All students graduating from MSU Denver with a bachelor's degree in Early Childhood Education will meet state Director Qualifications of Large Childcare Centers.

Proposed Course Content:

Courses and field experiences will support teacher candidates meeting the following early childhood teacher preparation professional standards established by the National Association for the Education of Young Children (NAEYC, 2010). (Full text for the standards can be found at www.naeyc.org).

1. **Promoting child development and learning (birth-through-age 8)** (Knowing and understanding young children's characteristics and needs; understanding the multiple influences that impact development and learning; using that knowledge to create healthy, respectful, and challenging learning environments for young children).
2. **Building family and community relationships** (Understanding diverse family and community characteristics; supporting and engaging families through respectful, reciprocal relationships; and involving families and communities in young children's development and learning)
3. **Observing, documenting, and assessing to support young children and families** (Understanding the goals, benefits, and appropriate uses of various types

of assessment, including technology, to promote positive outcomes for all young children; including those with special needs and those whose primary language is not English)

4. **Using developmentally effective approaches** (Using knowledge of effective strategies; supportive interactions; and developmentally appropriate teaching and learning to promote positive child outcomes)
5. **Using content to build meaningful curriculum** (Understanding trajectories of learning within each content area to meet the needs of all children, including those who are linguistically and culturally diverse)
6. **Becoming a professional** (Engaging in continuous, collaborative learning to inform practice; knowing about and upholding ethical standards and other early childhood professional guidelines; integrating knowledgeable, reflective, and critical perspectives on early education.)
7. **Engaging in Early Childhood field experiences** across various settings (childcare, preschool, public school programs, Head Start, etc.) and across ages 0-8 (infants and toddlers, preschool, kindergarten, and early primary).

A. Current options for Early Childhood Education students at MSU Denver.

Students who seek to work with children under the age of 8 select Early Childhood Education as their major. Although there is age overlap between the Elementary and Early Childhood Education majors, research has shown that children ages 5-8 demonstrate specific cognitive and non-cognitive characteristics and needs, and that these are best addressed by teachers trained in Early Childhood Education. Districts are increasingly choosing to hire Early Childhood graduates for these early primary positions.

Currently, MSU Denver students seeking preparation in Early Childhood Education major in Human Development. When students are approximately half way through their major, they begin their Early Childhood Education sequence, which consists of 30 credits in Early Childhood Education, Reading, and Special Education. The Human Development major embeds an additional 6 ECE credits and students can select 6-7 ECE or Psychology (PSY) credits as electives. Students take 12 credits of student teaching at the end of their program. Non-licensure students may select any major and take 25 credits from the ECE sequence. Those students do not student teach.

A student majoring in Human Development with Early Childhood licensure or non-licensure is required to take at least 9 credits of psychology that include adolescent and adult human growth and development. In addition, students are required to take 9 credit hours of courses designed for Psychology students including statistics, research methods, and Sr. Thesis. For those students preparing to be highly qualified teachers, these 18 credit hours would be better allotted to knowledge of development of children prenatal to age 8, developmentally appropriate pedagogy, young children with exceptionalities, and content trajectories.

Potential Program Sequence:

Students seeking the Early Childhood Education undergraduate bachelor's degree of arts program will choose one of two tracks: Early Childhood licensure (0-age 8) or Early Childhood non-licensure (0-age 5). Each track includes general studies courses, Early Childhood major courses, and courses specific to the declared track.

Current and Potential Course Offerings

General Studies:

Categories of General Studies	Current General Studies	Potential General Studies
Written Communication (6)	ENG 1010 (3) ENG 1020 (3)	ENG 1010 (3) ENG 1020 (3)
Oral Communication (3)	SPE 1000 (3)	SPE 1000 (3)
Quantitative Literacy (3)	MTH 1610 (3)	MTH 1610 (3)
Historical Courses (3)	HIS 1210 OR 1220 (3)	HIS 1210 OR 1220 (3)
Natural and Physical Sciences (6)	SCI 2610 (3) SCI 2620 (3)	SCI 2610 (3) SCI 2620 (3)
Arts and Humanities (6)	ENG 2460 (3) ART/MUS 3060 (3)	ENG 1100 (3) ART/MUS 3060(3)
Social and Behavioral Sciences I (3)	GEO 1920 (3) SOC 1010 (3)	GEO 1000 (3)
Social and Behavioral Sciences II (3)		PSY 1001 (3)
	Total: 33 credits	Total: 33 credits
Additional Required Courses	MTH 2620	Moved to major
	MTL 3600	Moved to licensure
	Total: 39 credits	Total: 33 credits

Current and Potential Course Offerings

Major Courses:

Current Major Courses	Potential Major Courses
PSY 1001 (3) Intro to Psychology	Moved to General Studies
PSY 1800 (3) Developmental Educational Psychology	PSY 1800 (3) Developmental Educational Psychology
PSY 2210 (3) Introduction to Statistics for Social and Behavioral Sciences	Not required
PSY 3240 (3) Infancy	PSY 3240 (3) Infancy
PSY 3280(3) Developmental Research Methods	Not required

PSY 3340 (3) Cognitive Development and Learning	PSY 3340 (3) Cognitive Development and Learning
PSY 3350 (3) Psychology of Social Development	PSY 3350 (3) Psychology of Social Development
ECE 3860 (3) Cultural Socialization of Children	ECE 3860 (3) Cultural Socialization of Children
NUT 2040 (3) Introduction to Nutrition	New course: Health, Nutrition, and Safety
ECE 4310 (3) Parents as Partners	ECE 4310 (3) Parents as Partners
PSY 4960 (3) Senior Thesis	Elective or Sr. Experience
Students <u>choose</u> 3 electives (9-10 credits) from the following:	Students are <u>required</u> to take ECE 3340 and ECE 3750. One additional elective can be selected.
ECE 3340 (4) Administration of Early Childhood Programs	ECE 3340 (4) Administration in EC programs
ECE 3750 (3) Enhancing English Language Learning in Early Childhood Education	ECE 3750 (4) Enhancing English Language Learning in Early Childhood Education (A field experience will be added)
PSY 3250 (3) Child Psychology	Elective
SLHS 2890 (3) Language Acquisition	Elective
PSY 2210 (3) Psychology of Human Development	Elective
Current Major Courses:	Potential Major Courses
	<p>Students are required to take the following for all concentrations:</p> <p>ECE---- (3) Child Development: Prenatal to age 8 (new course)</p> <p>ECE 2340 (3) Foundations of Early Childhood Education (previously in the licensure sequence)</p> <p>ECE 2350 (1) Field Experience (previously in the licensure sequence)</p> <p>ECE ---- (3) Children's Literature (new course)</p> <p>ECE 3300 (3) Social Studies, Creativity and the Expressive Arts (previously in the licensure sequence)</p> <p>3350 (3) Documentation, Assessment, and Problem-Solving (0-8) (previously in the licensure sequence)</p> <p>RDG 3120 (3) Development of Print Literacy (previously in the licensure sequence)</p> <p>ECE ---- (3) Young Children with Exceptionalities (new course)</p> <p>ECE ---- (3) the Urban Child(new course)</p>

	<p>ECE 4330 (3) Science, Math, and Health (previously in the licensure sequence)</p> <p>SED 3600 (3) Exceptional Learner in the Classroom (previously in the licensure sequence)</p> <p>MTH 2620 (3) (moved from additional required courses)</p> <p>LDE 3910 (3) Assessment of English Language Learners</p> <p>ECE ---- (3) Technology in Early Childhood Education (new course)</p>
Total: 42-43 credits	Total: 65 credits

Current and Potential Course Offerings

ECE Licensure Concentration:

Current Licensure Courses	Proposed Licensure Courses
ECE 2340 (3) Foundations of ECE	Moved to major
ECE 2350 (1) Field Experience	Moved to major
RDG 3110 (3) Foundations of Literacy Instruction: Grades P-6	RDG 3110 (3) Foundations of Literacy Instruction: Grades P-6
ECE 3150 (3) Developmentally Appropriate Practice 1	ECE 3150 (3) Developmentally Appropriate Practice 1
ECE 3160: Field Experience	ECE 3160 (1) Field Experience
RDG 3120 (3) Development of Print Literacy	Moved to major
ECE 3300 (3) Social Studies and Expressive Art	Moved to major
ECE 3350 (3) Documentation, Assessment, and Problem-Solving	Moved to major
SED 3600 (3) Exceptional Learners in the Classroom	Moved to major
MTL 3600 (3) Mathematics of the Elementary Curriculum	MTL 3600 (3) Mathematics of the Elementary Curriculum
New course	ECE (2) Teaching Writing in Early Primary Classrooms (new course)
ECE 4330 (3) Science, Math, and Health (PK-3 rd)	Moved to major
ECE 4370 (3) Developmentally Appropriate Practice 2	ECE 4370 (3) Developmentally Appropriate Practice 2
ECE 4380 (1) Field Experience	ECE 4380 (1) Field Experience
ECE 4390 (12) Student Teaching	ECE 4390 (12) Student Teaching
Total: 42 credits	Total: 28 credits
Total credits: 123-124	Total BA credits: 123

ECE Non-Licensure Concentration:

Current Non-Licensure Courses	Proposed Non-Licensure
ECE 2340 (3) Foundations of ECE	Moved to major
ECE 2350 (1) Field Experience	Moved to major
RDG 3110 (3) Foundations of Literacy Instruction Grades P-6 (moved to licensure)	Moved to licensure
ECE 3330 (3) Social Studies and Creative Arts (moved to major)	Moved to major
ECE 3350 (3) Documentation, Assessment and Decision Making for Early Childhood (moved to major)	Moved to major
ECE 3150 (3) Developmentally Appropriate Practice 1	Moved to licensure
ECE 3160 (1)Field Experience	Moved to licensure
RDG 3120 (3) Development of Print Literacy	Moved to licensure
ECE 4330 (3) Science, Health and Mathematics for the Young Child	Moved to licensure
Electives of choice(6)	

New course	ECE ---- (3) Early Childhood Curriculum
New course (required for Director Qualification)	ECE ---- (3) Guidance Strategies
New course	ECE ---- (3) Programs In Early Childhood Education
New course (required for Director Qualification)	ECE ---- (3) Working with Infants and Toddlers
New course	ECE ---- (1) Field Experience (new course)
New course	ECE ---- (3) Issues and Advocacy in Early Childhood Education (new course)
New course	ECE ---- (3) Individualized Senior Experience (new course)
Selected from current courses.	Electives (9 credits) selected from current courses: Chicano Studies, African American Studies, Linguistically Diverse Education, SLHS 2890, Psychology, Spanish for Professionals, or ECE licensure tract courses.
Total Credits: 29	Total Credits: 28
Total BA credits: 121	Total BA credits: 120

B. Rationale for the conversion from a BA in Human Development with a licensure or minor in Early Childhood Education

- I. A degree in ECE would increase the number and variety of required courses and field experiences in early childhood education. As a result, our pre-service teachers would be better prepared to meet the diverse needs of 21st Century children and families.**

Research has shown that early learning experiences impact the trajectory of children's academic achievement and general success later in life. High quality early childhood

education is associated with high school completion, less need for special education, less teenage pregnancy, less assignment to correctional facilities, and better life choices that lead to becoming a contributing member of society.

With national and local emphasis on school readiness and closing the achievement gap, there is a sense of urgency to prepare the most highly qualified teachers for young children as possible. Because of the specialized knowledge and capabilities required of Early Childhood teachers, the compressed number of credit hours within a licensure area or minor does not support an adequate breadth and depth of student learning set forth in the NAEYC/CAEP core standards for Early Childhood Education teacher preparation programs. These core standards are used across both NCATE/CAEP and NAEYC's accreditation systems. They are based on the assertion that when Early Childhood professionals have specialized preparation and education specific to the birth-through-age 8 age range, children and society benefit.

In addition, the new major will support the inclusion of additional course work and field experiences related to:

- culturally and linguistically diverse children and their families,
- assessment of children ages birth to 5,
- young children with exceptionalities and their families,
- infants and toddlers,
- young children and families in urban environments, and
- non-profit community care and education settings

II. An undergraduate degree in ECE would increase the likelihood of seamless articulation of courses for students transferring from 2-year institutions.

Many students begin their Early Childhood careers as paraprofessionals. Their pathway to a college degree often starts at the community college level. Currently, many ECE courses offered by the community colleges do not transfer to MSU Denver because of the limited number of courses that can be offered in a licensure or minor sequence. Many of these courses are required for an associate's degree in Early Childhood or to meet requirements of the Colorado Department of Human Services (CDHS) and Colorado Department of Education (CDE) licensing. The number of Early Childhood courses they have been required to take that will not transfer frequently frustrates students. A degree in Early Childhood Education would solve these issues by allowing more courses to seamlessly transfer while maintaining the integrity of our program.

During a recent meeting between the Early Childhood faculty of MSU Denver and the Community College of Denver (CCD), CCD faculty indicated that most of their students transfer to Regis University rather than MSU Denver because Regis currently accepts more transfer credit hours.

III. Offering this degree will increase Colorado's opportunities for seeking desirable educational grants.

In 1986 the Colorado Commission of Higher Education (CCHE) voted to prohibit Colorado's colleges and universities from offering a bachelor's degree in Early Childhood Education. According to information gathered by CCHE, prospective donors interested in supporting Early Childhood initiatives were frequently confused by this (CCHE, 2012). The inference was that this reflected poorly on the state's perceived commitment to Early Childhood education and significantly weakened the state's eligibility for various

philanthropic and competitive funding opportunities. This was apparently true for the state's initial submission for the Race to the Top Early Learning Challenge grant.

Colorado's most recent application for Race to the Top: Early Learning Challenge Award included a section entitled **Stronger Workforce**. It stated, "In the spring of 2012 the Colorado Commission of Higher Education reversed a ruling that prohibited colleges and universities from offering bachelor's degrees in Early Childhood Education. Today several institutions of higher education are creating bachelor's degree programs in Early Childhood that will be open for enrollment next fall."

On December 6th, 2012 Governor Hickenlooper announced that Colorado was awarded a \$29.9 million Race to the Top Early Learning Challenge Grant. Lt. Gov. Garcia responded by saying that, "This award affirms Colorado's place at the forefront of early learning and development initiatives and supports our broad vision that all children are valued, healthy, and thriving."

2. A bachelor's degree in Early Childhood Education will support the mission and vision of Metropolitan State University of Denver.

MSU Denver's mission includes a commitment to being a willing and valuable partner with businesses, all levels of government, nonprofits, K-12 schools and many other organizations in solving the difficult problems our society and its citizens face every day. Closing the achievement gap, particularly for our young second language learners, is a significant problem in our state. Offering an undergraduate degree in Early Childhood Education will intensify and highlight our commitment to being part of the solution. The Denver Early Childhood Council, the Lt. Governor's Early Childhood Leadership Commission, the Professional Development P-3 subcommittee, Mile High Montessori, the Denver Public Schools, the Colorado Commission of Higher Education, and many other stakeholders in the community have indicated their support for an undergraduate degree in Early Childhood Education. (See attached letter of support.)

"A time for transformation," MSU Denver's 2012-17 Strategic Plan, indicates that MSU Denver views itself as "the university responsible for positively changing and transforming real conditions in the community through partnerships, for providing students with knowledge and experience, and for putting those students back into the community as successful and admirable citizens." The report describes how state leaders acknowledge the University's vital role in training teachers for high-need urban K-12 classrooms and in helping supply Colorado's workforce.

The Denver Early Childhood Council (DECC), is a coalition of state and city leaders that acknowledges the University's role in training high quality teachers to meet the needs of the urban workforce. It serves as a hub to leverage connections and resources that support families, businesses, early education, mental health, and family support services. The DECC recently designated MSU Denver as the primary institution of higher education for providing professional development classes to cohorts of early childhood professionals working with at-risk children in Denver. This will begin in the fall of 2013. The degree in Early Childhood Education will demonstrate MSU Denver's commitment to the profession of Early Childhood Education and the impact these highly trained professionals can make on our community. It will expand the available course offerings specific to meeting the needs of the urban community.

Another example of collaboration with the community is the Center for Urban Education (CUE). CUE is an alliance with Denver Public Schools modeled after the nationally renowned Harlem Enterprise Zone and puts more teachers who are specifically qualified to teach in the urban

environment into the classrooms of Denver's inner-city schools.

The Early Childhood degree will be better able to support the preparation of CUE Early Childhood Fellows. It will include several new courses specific to meeting the needs of culturally and linguistically diverse young children and their families in urban settings. Currently only one course can be offered. The proposed major will offer the current class as well as additional content and courses relevant to the assessment of culturally and linguistically diverse students, the urban child, young children with exceptionalities, and community/non-profit programs for the education and care of young children.

The Early Childhood undergraduate degree embodies the essence of MSU Denver's strategic plan and reflects its goals of community engagement and regional stewardship. The degree is designed intentionally to prepare our students to become highly qualified Early Childhood teachers and professionals who can transform their communities and effectively educate the next generation of Colorado citizens.

3. Evidence of a bona fide need for the program, the state economic impact of the program, and evidence of adequate student demand.

Head Start, Qualistar, the Colorado Department of Education/ Department of Human Services, the National Association for the Education of Young Children, the Denver Preschool Program, and other stakeholders in Early Childhood Education have stated that a marker of program quality is having teachers who have an undergraduate degree in Early Childhood Education.

New Federal Head Start regulations require 50% of their Early Childhood teachers nationwide have bachelor's degrees in early childhood education or a related field by 2013. According to the Lt. Governor's Head Start Collaboration Director, only 12% of Early Childhood teachers in Colorado currently hold a bachelor's degree in Early Childhood Education.

This implies that many current professionals in the field will be seeking the degree in light of the increased standards and demands for Early Childhood teachers. Several directors of large non-profit federally funded Head Start centers have contacted the MSU Denver Early Childhood Education program requesting information about the pending mandate and asking whether or not MSU Denver could provide the necessary degree pathway.

According to the survey conducted by CCHE, members of Colorado's Early Childhood professional community state that Early Childhood educators who want to pursue a bachelor's degree would prefer one in Early Childhood Education, and sometimes leave the state to do so.

The most recent report from the Bureau of Labor Statistics (BLS) at the United States Department of Labor indicates that the need for preschool and kindergarten teachers is projected to see an increased rate of growth of 23% from 2010-2020. USDL statistics also indicates that the need for administrators of preschool programs and childcare centers is projected to have a 24.9% increase from 2010 -2020. The same BLS report indicates that childcare workers and elementary teachers (the Early Childhood major prepares elementary teachers up to 3rd grade) are listed among the 30 occupations with the largest projected employment growth and the largest number of job openings due to growth and replacement for 2010-2020.

Colorado Department of Labor Statistics indicate expected growth of varying degree for preschool teachers. Growth ranges from 0 to 26.4%, depending on the geographic area.

Qualistar Colorado is a non-profit agency that 1) provides referrals for parents seeking quality childcare for their children and 2) provides a rating of quality assurance to schools

across the state, including the Denver public schools. The Qualistar Rating™ is an important part of Colorado's childcare Quality Rating and Improvement System (QRIS).

By participating in the Qualistar Rating™, early care and education programs receive a detailed Quality Performance Profile© (QPP) that includes strengths and areas for improvement specific to their program and classrooms. According to the QPP, one of the critical components contributing to quality early learning experiences is a highly trained staff with degrees in Early Childhood Education. Schools seeking to maintain or increase their ratings seek employees with this undergraduate degree.

Denver voters recently passed mill levy and bond initiatives benefiting the children and families of Denver. In November 2012, Denver Public Schools (DPS) announced that their first project would be to build a new preschool center in southwest Denver, creating the opportunity for 250 more children—most from low-income families—to attend preschool and get a critical early start on their education. The center is slated to open in fall 2013 and will require an increased highly qualified workforce.

According to Tom Boasberg, Superintendent of Denver Public Schools, “The new center is part of our priority to expand access to full-day preschool and kindergarten and address overcrowding at schools in many parts of Denver. This ECE center is the first of several elementary school and early childhood expansions that we will be building across Denver, and we look forward to announcing additional expansions soon.” (A new center in the northeast quadrant has been added since this announcement.)

At Castro Elementary, for example, the Principal explained that her school is at 115-120% capacity with waitlists for full-day ECE and kindergarten and some kindergarten classes crammed with more than 30 students because of a lack of classroom space. By creating a separate facility for preschool students, schools will be able to expand full-day kindergarten and reduce class sizes.

According to the Superintendent, the biggest benefit of all is that hundreds more Denver students will have the opportunity to enroll in preschool, an advantage that has been well documented by research. He indicated that DPS and other districts around the state agree that preschool is critical to students' long-term success (see 12/2/12 Denver Post front page article, *St. Vrain's school kids benefit from all day preschool and kindergarten*). The 2012 recently approved bond will fund the construction of the building, and the 2012 mill levy override will provide the money to hire the teachers and staff to open the preschool center.

It is very likely that this commitment by DPS to Early Childhood Education will increase the number of highly qualified Early Childhood trained teachers required by the district which could have a significant impact on the student enrollment of Denver's ECE program. Conversely, it can be assumed that if MSU Denver does not offer the undergraduate degree in Early Childhood Education, students will seek the degree elsewhere.

Current degree options in Colorado

As stated previously, no college or university in Colorado currently offers a bachelor's degree in Early Childhood Education.

- The University of Northern Colorado (UNC) at Greeley offers a BA in Interdisciplinary Studies with an emphasis in early childhood education and early childhood licensure (Birth to age 8). It will change the name to a bachelor's degree in ECE. This is also offered in an accelerated format at the Center for Urban Education at UNC's Lowry campus.

- Regis University currently offers a BA in Liberal Arts with a licensure in early childhood education (PK-3rd grade).
- The University of Colorado at Denver (UCD) does not offer an undergraduate program in early childhood education. It offers a non-licensure master's degree in Early Childhood education. It is currently exploring potential licensure options such as a major in Teaching, Learning, and Development with an Early Childhood Education track. UCD has circulated a survey to determine interest from prospective students.
- Colorado Christian University offers a Liberal Arts degree with Early Childhood Education License PK- 3rd grade, a Liberal Arts degree with Early Childhood Education Theory, and a Post Baccalaureate Early Childhood License.
- Colorado State University offers a BA in Human Development and Family Studies. It is currently exploring options.
- The University of Colorado at Boulder does not offer a program in Early Childhood Education.

Feedback on the prospect of allowing an undergraduate degree in early childhood education was solicited by CCHE from 11 Colorado institutions of higher education. Nine indicated they were in favor of the degree, one indicated they would not oppose, and one indicated they preferred to continue the discussion.

Other states allow bachelor's degrees in Early Childhood Education. A survey of surrounding states revealed that these degrees are offered at the University of Nebraska and the University of Kansas. A 2006 report published by the University of North Carolina Child Development Institute titled Early Childhood Teacher Preparation Programs in the United States, reported that of the 1,179 institutions of higher education responding to its national survey, 449 (38%) offered bachelor's degrees in Early Childhood Education.

Current student numbers:

- Number of students with declared Human Development majors with Early Childhood Education minor or licensure: 104
- Number of students with declared Speech and Language major with Early Childhood Education minor: 3
- Number of students with other majors who have minor in Early Childhood Education: 28 (This includes Behavioral Science majors as well as undeclared or potentially improperly declared students.)
- Number of Post Baccalaureate students seeking Early Childhood licensure: 27

Total: 162

2009-2012 Early Childhood Graduates

- Number of total degrees with ECE minor awarded in previous three years from MSU Denver: 111
- Number of Licensure Program graduates: 68

Total: 179

2009-2010:	34 minor	21 licensure
2010-2011:	38 minor	23 licensure
<u>2011-2012:</u>	<u>39 minor</u>	<u>24 licensure</u>
Total:	111 minor	68 licensure

4. The potential impact on other programs at MSU Denver. The early childhood undergraduate degree will impact the following programs:

Human Development: (see letter of support)

- Courses currently required in the Human Development major that **will** continue to be required in the new ECE major for all concentrations:
PSY 1001 (3) (Introductory Psychology)
PSY 1800 (3) (Developmental Educational Psychology)
PSY 3340 (3) (Cognitive Development and Learning/Birth -age 12)
PSY 3240 (3) (Infancy/ and Toddlerhood)
PSY 3350 (3) (Psychology of Social Development/ Birth-age 12)
- Courses currently required in the Human Development major that **will not be offered as required courses for the BA in Early Childhood Education.**
PSY 2310 (3) (Introduction of Statistics for Behavioral and Social Sciences)
PSY 3250 (3) (Child Psychology)
PSY 3280 (3) (Developmental Research Methods)
PSY 4980 (3) (Senior Thesis in Human Development)
Students who seek to work in Early Childhood policy or prepare for graduate school will be advised to take these courses as electives, continue in Human Development with a minor in ECE, or develop an individualized major.
- Students may select Human Development courses as electives (see chart below).

Current Class	Currently Required or Elective	Proposed
PSY 1001 Introduction to Psychology	Required	Required. <u>Prerequisite for other PSY courses</u>
PSY 1800 Developmental Educational Psychology	Required	Required
PSY 2210 Psychology of Human Development	Elective	Elective
PSY 2310 introduction to Statistics for Social and Behavioral Sciences	Required	Elective
PSY 3240 Infancy	Required	Required.
PSY 3250 Child Psychology	Elective	Elective
PSY 3280 Developmental Research Methods	Required	Elective
PSY 3340 Psychology of Cognitive Development	Required	Required
PSY 3350 Psychology of Social Development	Required	Required
PSY 3400 Psychology of the Exceptional Child	Elective	Elective

PSY 4980 Sr. Thesis in Human Development	Required	Elective or can be used for Senior Experience
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As noted previously, offering an undergraduate degree in Early Childhood Education at MSU Denver is expected to increase the number of students in the program. This will increase the number of ECE students enrolled in the required Human Development/Psychology courses.

English: (see letter of support)

One additional ENG course will be required in General Studies (Intro to Literature). One course (Children's Literature ENG 2460) will no longer be required. Currently this course covers PK- secondary literature. It will be replaced with an ECE children's literature course for teachers of children 0-8.

MTH:

MTH 1610 and MTH 2620 will continue to be required. MTL 3600 will be required in the licensure area.

Nutrition:(see letter of support)

Currently NUT 2040 is required. This course is embedded in the major for the purpose of meeting Colorado Director Qualifications for a Large Childcare Center. The specific course required by the Colorado Department of Human Services (CDHS) and the Colorado Department of Education (CDE) is **Health, Nutrition and Safety**. It is preferred that a new course be designed to meet the specific requirements of CDHS/CDE and to ensure that the equivalent community college course transfers seamlessly. Currently, NUT 2460 only meets CDHS requirements if students take an additional "licensure-only" course that includes health. Safety of young children in early care and education facilities required for Director Qualification is not covered.

Speech, Language, and Hearing Services:

One course, **SLHS 2890** Language Acquisition, is currently offered as an elective in the Human Development major. SLHS 2890 will continue to be offered as an elective in the early childhood major. The opportunity for students to add a non-licensure concentration to the SLHS major will continue to be offered.

Five programs will be positively impacted by an undergraduate degree in Early Childhood Education: Educational Technology; Culturally and Linguistically Diverse Education; Special Education; African American Studies; and Spanish and Chicano Studies would be positively impacted through new courses or if students select electives from these programs.

Teacher Education A:

Educational Technology: The Educational Technology program will design and teach a course for early childhood students. Technology for young children is controversial and students need to be prepared to select and evaluate developmentally appropriate applications and to explain their decision making to parents and administrators.

Africana Studies (AS): The undergraduate degree in ECE will also encourage collaboration between the Early Childhood Education program and the Africana Studies program. Student may select electives from AS.

Chicano Studies (CS): Collaboration with the Chicano Studies program will also be supported. Students may select electives from CS.

AAS and CS will also be asked to contribute to the design of the new course on the Urban Child. Being able to work with and add courses from the African and Chicano studies programs will certainly increase the quality of our student's preparation for working with young children in diverse contexts, support our collaboration with Denver Public Schools, and better prepare our Center for Urban Education fellows.

Teacher Education B:

Special Education: Offering this degree will encourage collaboration between the Early Childhood and Special Education programs. Currently MSU Denver does not offer coursework specific to working with children with special needs ages 0-5. The early childhood degree will initially offer at least one additional course for special education undergraduates to effectively identify and provide intervention to very young children. Currently public schools cannot adequately fill positions requiring this specialized knowledge.

Typical early childhood classrooms in the public schools have moved to an inclusion model to meet the needs of all children. Therefore, it is imperative that our early childhood teachers be prepared to meet these needs within their own classrooms. The undergraduate degree allows us to work with the Special Education program and include specialized coursework and field experiences for all teachers.

Culturally and Linguistically Diverse Education (CLD): (previously LDE)

The new BA in ECE will require students to take 6 additional credits of course work and a field experience in CLD. Denver Public Schools has indicated to the ECE program that additional classes in CLD would be valued and increase the likelihood of our students being prepared for positions in the urban schools working with students whose primary language is not English.

Currently ECE 3750, Enhancing English Language Learning in Early Childhood Education for Culturally and Linguistically Diverse Learners is a recommended elective in the Human Development major and does not include a field experience. This course and LDE 3910, Assessment of English Language Learners, will be required CLD courses in the proposed early childhood bachelor's degree and will include a field experience. In addition, *the urban child*, will be required.

5. Regional and professional accreditation and licensure requirements have helped shape the proposed program.

The MSU Denver Early Childhood program submitted an NCATE/CAEP SPA report in February of 2013. The Human Development/ECE major was designed prior to the release of the new NAEYC teacher preparation standards. This negatively impacted optimal alignment between the standards and the data collection rubrics. Study of the new standards has promoted inclusion of specific outcomes and requirements in the proposed ECE degree to ensure that our students are prepared to meet the new teacher preparation standards. This should positively impact the next accreditation process.

The Colorado Department of Education Department of Licensing currently provides a tiered credentialing system for early childhood professionals. The MSU Denver Early Childhood Education faculty is a member of the Lt. Governor's P-3 Professional Development subcommittee working to replace this current system. This work has helped to closely align the proposed undergraduate degree with the newly developed competencies.

If MSU Denver supports the undergraduate degree and the subsequent curriculum in Early Childhood Education, the new program will be submitted to the Colorado Department of Education for approval.

6. Preliminary estimates of resources needed to implement the program based on estimated enrollments include:

Full time faculty: Currently there is one tenure track faculty member in Early Childhood Education. In addition, one course is taught by a professor in Linguistically Diverse Education and one by a professor in Elementary Education. Six courses and two field experiences are taught by five affiliates. We are in place to hire a tenure track faculty member to start in the 2013-14 academic year.

At least one additional full-time faculty member is required. Denver Public School Early Childhood administrators have repeatedly declared that they cannot fill Early Childhood licensed teacher positions that require course work and experience in Early Childhood Special Education. The new ECE degree includes coursework to prepare our students to meet this need. Therefore, **in order to better meet the new teacher preparation standards, to meet the employment needs of the public schools, and to meet the needs of the community, required faculty qualifications must include expertise and experience in early childhood assessment and special education.**

- **Affiliate faculty:**
Additional affiliate faculty would be required to teach the lower level courses required in the non-licensure concentration. In addition, the Denver Early Childhood Council (DECC), Denver's hub for leveraging resources to support children and families, recently designated MSU Denver the primary educational institution for providing professional development classes to cohorts of Early Childhood professionals working with at-risk children. This contract will begin in the fall of 2013.
- **Additional resources required for program administration**
Additional resources for program administration would not be required.
- **Additional staff support**
Additional staff support within the program would not be required.
- **Additional staff support from central units**
Additional staff support from central units such as Admission, Registrar, Financial Aid, etc. would not be required
- **Additional space requirements:**
A faculty office would be required for the additional requested faculty member.
- **Additional specialized equipment and materials:**
No additional specialized equipment and materials would be required.

AGENDA ITEM: FY 2013-14 Budget/Projection Update

Fall 2013 Enrollment status:

As of the Fall 2013 census, total undergraduate FTE decreased by 1.18% from Fall 2012. Total resident students decreased by 43.93 FTE, which represents 0.3%. Non-residents decreased by 143.47 FTE or 21.05%. This decrease is mainly due to ASSET students. From the total resident students, 348 are ASSET students accounting for 3,253 Credit Hour Production (CHP). In Fall 2012, there were 237 Colorado High School students, for a total of 1,938 CHP. For Fall 2013, we have 20 students that are Colorado High School/GED students with 96 CHP.

ANALYSIS:

Operating – General Fund Fall 2013

The total tuition revenue estimate has been revised to consider decreased enrollment. Based on the current enrollment information, a larger number of our students are taking advantage of the University's tuition window. At the same time, there are still a number of our students paying full tuition rather than receiving the COF stipends. The net effect is lower than anticipated tuition revenue. In addition, the original estimated amount for summer 14 revenue has been decreased, since a comparison to the prior year actual revenue, showed that the initial projection for this line may be high. We will continue to evaluate and monitor our projections with the Spring enrollment. The University could receive some level of reallocation between COF stipends and Fee For Service, depending on approval by the JBC. Currently an estimated remaining shortfall of \$1,649,031 may be covered from the University's reserve with a corresponding reduction in expenditures from the reserve fund.

Furthermore, there is a net total increase of \$156,736 in the Other Than Tuition (OTT) line for fiscal year 2014. This increase is mainly due to: increases in our Program Fees, decreases in interest income, and decreases in Indirect Cost Recoveries.

Operating – Business Enterprise (Auxiliary) Funds

Auxiliary revenue is projected to have a total net decrease of \$451,221 from the initial budget estimate. This is the net result of the following:

- A total net projected increase of \$228K in tuition and fees due to anticipating higher revenue from graduate programs, the new traditional nursing program, and lower revenue from the Metro Bond Fee.
- A decrease of \$421K in sales and services of auxiliary, mainly due to a decrease in anticipated participation in the insurance plan for the Health Center.
- Other Revenue decreases of about \$258K due to decreased contributions from UCD and CCD because of their lower enrollment for the Health Center and other miscellaneous revenue.

The table below is a summary of Auxiliary Funds Revenue anticipated changes:

Summary of Auxiliary Estimated Revenue Adjustments		Initial Estimate	Fall Estimate	Total Adjustment
1	Tuition and Fee Increase (Decrease)			
2	Student Affairs	3,055,682	3,002,732	(52,950)
3	Athletics	1,518,093	1,474,354	(43,739)
4	Masters Programs	2,843,148	3,179,900	336,752
5	Extended Campus	4,171,841	4,177,502	5,661
6	Nursing Programs	1,323,474	1,628,932	305,458
7	Health Center	1,523,666	1,516,349	(7,317)
8	Bond Fee	9,721,098	9,376,379	(344,719)
9	Other	451,641	480,845	29,204
10	Subtotal	24,608,643	24,836,993	228,350
11				
12	Sales & Services of Educational Increase (Decrease)			
13	Student Affairs	36,000	34,255	(1,745)
14	Extended Campus	50,000	51,033	1,033
15	Other	857,008	857,008	-
16	Subtotal	943,008	942,296	(712)
17				
18	Sales & Service of Auxiliary Enterprise Increase (Decrease)			
19	Student Affairs	232,430	197,770	(34,660)
20	Athletics	43,347	61,912	18,565
21	Extended Campus	9,000	9,876	876
22	Health Center	3,200,906	2,793,275	(407,631)
23	Other	41,500	43,335	1,835
24	Subtotal	3,527,183	3,106,168	(421,015)
25				
26	Other Revenue Increase (Decrease)			
27	Student Affairs	300,275	302,090	1,815
28	Athletics	2,574	2,574	-
29	Masters Programs	8,630	11,313	2,683
30	Extended Campus	41,601	49,830	8,229
31	Nursing Programs	12,162	9,951	(2,211)
32	Health Center	1,447,529	1,107,639	(339,890)
33	Other	129,518	129,518	-
34	Bond Fee	150,000	111,300	(38,700)
35	Admin Recharge	3,502,093	3,612,323	110,230
36	Subtotal	5,594,382	5,336,538	(257,844)
37				
38	Total Fall Estimated Adjustments	34,673,216	34,221,995	(451,221)

AUTHORITY:

Pursuant to §4.1 of the Trustees Policy Manual, the Board is required to review and approve fiscal year budgets.

RECOMMENDATION:

The staff recommends to the Board of Trustees Finance Committee approval of the FY13-14 Budget/Projection update.

FY14 Revised General Fund Budget As of November 5, 2013

As of November 05, 2013

	Initial Base As of 7/1/2013	Summer/Fall Revenue Est. Adj	Total Revised Est. Base As of 11/5/2013	One-Time Fund Balance Distribution	Total Est. Base & One-Time
1 Estimated Operating Revenues					
2 Tuition & Fees	98,903,403	(1,865,329)	97,038,074		97,038,074
3 Less Estimated Scholarships Allowance*	(45,000,000)		(45,000,000)		(45,000,000)
4 Less Bad Debt	(2,150,666)		(2,150,666)		(2,150,666)
5 College Opportunity Fund (COF Stipend)	31,357,440	(2,333,542)	29,023,898		29,023,898
6 Fee for Service	7,870,653	2,333,542	10,204,195		10,204,195
7					
8 Net Tuition and State Support	90,980,830	(1,865,329)	89,115,501		89,115,501
9					
10 Sales & Services of Educational Depts.	3,831,167	354,479	4,185,646		4,185,646
11 Indirect Cost Recoveries	339,172	(59,562)	279,610		279,610
12 Other Revenue and Fees	524,337	(138,181)	386,156		386,156
13 Other Than Tuition Revenue (OTT)	4,694,676	156,736	4,851,412		4,851,412
14					
15 Prior Year Fund Balance				11,128,569	11,128,569
16					
17 Total Estimated Revenue	95,675,506	(1,708,593)	93,966,913	11,128,569	105,095,482
18					
19 Estimated Operating Expenses					
20 Instruction	72,503,016	180,906	72,683,922	4,943,039	77,626,961
21 Public Service	20,125		20,125		20,125
22 Academic Support	16,844,458	(8,222)	16,836,236	785,377	17,621,613
23 Student Services	14,331,609	(6,996)	14,324,613	710,889	15,035,502
24 Institutional Support	18,339,425	(8,952)	18,330,473	4,063,364	22,393,837
25 Operation of Plant	10,894,970		10,894,970	625,900	11,520,870
26 Scholarship & Fellowship	5,409,391		5,409,391		5,409,391
27 Less Scholarships*	(45,000,000)		(45,000,000)		(45,000,000)
28 Enrollment Shortfall Reserve	2,332,512	(1,865,329)	467,183		467,183
29					
30 Total Estimated Operating Expenditures	95,675,506	(1,708,593)	93,966,913	11,128,569	105,095,482

*A scholarship allowance is defined as the difference between the stated charge for goods and services provided by the institution and the amount that is billed to the student and/or third parties making payments on behalf of the student.

FY14 Revised General Fund Budget As of November 5, 2013
As of November 05, 2013

	FY2013-14 Initial Budget	Summer/Fall Adjustment	Estimate as of 11/5/2013
1 <u>REVENUES</u>			
2 Tuition & Fees	25,095,202	235,934	25,331,136
3 Less Scholarship Allowance	(9,000,000)	-	(9,000,000)
4 Bad Debt	(486,559)	(7,584)	(494,143)
5 Sales and Services of Educational	943,008	(712)	942,296
6 Sales & Services of Auxiliary Enterprises	3,527,183	(421,015)	3,106,168
7 Federal Grants and Contracts	155,750	-	155,750
8 Other Revenue	5,594,382	(257,844)	5,336,538
9 Total Operating Revenue	25,828,966	(451,221)	25,377,745
10			
11 <u>EXPENDITURES</u>			
12 Business Enterprises Expenditures			
13 Total Personnel	13,251,011	33,904	13,284,915
14			
15 Hourly	1,037,204	84,615	1,121,819
16 Materials and Supplies(w/ASR)	10,844,035	(869,570)	9,974,465
17 Travel	741,107	(74,749)	666,358
18 Capital and Remodel	687,464	(441,694)	245,770
19 Scholarships	2,800,654	40,621	2,841,275
20 Less Scholarship Allowance	(9,000,000)	-	(9,000,000)
21 Transfer	3,655,750	(16,597)	3,639,153
22 Total Auxiliary Expenses	24,017,225	(1,243,470)	22,773,755
23			
24 Estimated Change to Fund Balance	1,811,741	792,249	2,603,990
25			
26			
27 FY13 Fund Balance Forward	31,972,318	-	31,972,318
28 FY14 Total Fund Balance	33,784,059	792,249	34,576,308

FY14 Revised General Fund Budget As of November 5, 2013
As of November 05, 2013

	Revised Student Affairs	Revised Athletics	Revised Masters Programs	Revised Extended Campus	Revised Nursing Programs	Revised Health Center	Revised Other	Designated*		Total	Scholarship Allowance	Total
								Revised Student Fac. Bond Fee	Revised Admin Recharge			
1 REVENUES												
2 0100 Tuition & Fees	3,064,012	1,504,443.0	3,245,040	4,249,778	1,662,176	1,547,295	490,658	9,567,734		25,331,136	(9,000,000)	16,331,136
3 Bad Debt (Contra Revenue)	(61,280)	(30,089.0)	(65,140)	(72,276)	(33,244)	(30,946)	(9,813)	(191,355)		(494,143)		(494,143)
4 Total Tuition & Fees	3,002,732	1,474,354.0	3,179,900	4,177,502	1,628,932	1,516,349	480,845	9,376,379	-	24,836,993	(9,000,000)	15,836,993
5												
6 0500 Sales and Services of Educational												
7 Total Sales and Services of Educational	34,255			51,033			857,008			942,296		942,296
8												
9 0510 Sales & Services of Auxiliary Enterprises												
10 Total Sales and Services Auxiliary	197,770	61,912.0		9,876		2,793,275	43,335			3,106,168		3,106,168
11												
12 0200 Federal Grants and Contracts												
13 Total Federal Grants and Contracts							155,750			155,750		155,750
14												
15 0400 Other Revenue												
16 Total Other Revenue	302,090	2,574.0	11,313	49,830	9,951	1,107,639	129,518	111,300	3,612,323	5,336,538		5,336,538
17 Total Operating Revenue	3,536,847	1,538,840.0	3,191,213	4,288,241	1,638,883	5,417,263	1,666,456	9,487,679	3,612,323	34,377,745	(9,000,000)	25,377,745
18												
19 EXPENDITURES												
20 Auxiliary Enterprise Expenditures												
21 Personnel												
22 Subtotal Faculty	11,000		1,214,558	1,325,008	773,748	10,560	25,325		-	3,360,199		3,360,199
23 Subtotal Administrators	1,087,963	556,875.0	331,137	553,807	225,200	687,198	475,339		947,445	4,864,964		4,864,964
24 Subtotal Support Staff	163,505		44,805	55,533	20,365	1,467,281	96,544		588,358	2,436,391		2,436,391
25 Benefits	316,631	137,827.0	371,480	432,832	200,603	608,631	145,827		409,530	2,623,361		2,623,361
26 Total Personnel	1,579,099	694,702.0	1,961,980	2,367,180	1,219,916	2,773,670	743,035	-	1,945,333	13,284,915	-	13,284,915
27												
28 6100 Hourly	614,092	-	30,000	58,099	21,619	169,838	42,171		186,000	1,121,819		1,121,819
29 6500 Materials and Supplies(w/ASR)	1,150,125	479,538.0	408,650	1,211,761	340,404	2,154,440	853,880	2,460,667	915,000	9,974,465	-	9,974,465
30 7099 Travel	131,971	372,097.0	38,998	27,713	3,924	31,055	60,600			666,358		666,358
31 7499 Capital and Remodel	13,596	-	60,000	30,000	1,413	132,326	8,435			245,770		245,770
32 7800 Scholarships	55,446	70,354.0	10,000				5,475	2,500,000	200,000	2,841,275	(9,000,000)	(6,158,725)
33 8300 Transfer	-	-					(16,597)	3,655,750		3,639,153		3,639,153
34 Total Auxiliary Enterprise	3,544,329	1,616,691.0	2,509,628	3,694,753	1,587,276	5,261,329	1,696,999	8,616,417	3,246,333	31,773,755	(9,000,000)	22,773,755
35												
36 NET FY14 Revenue	(7,482)	(77,851.0)	681,585	593,488	51,607	155,934	(30,543)	871,262	365,990	2,603,990	-	2,603,990
37												
38												
39 FY13 Fund Balance Forward	773,988	77,851.0	365,784	2,992,283	883,181	2,167,517	3,006,809	11,816,377	8,559,552	30,643,342	1,328,976	31,972,318
40 FY14 Total Fund Balance	766,506	-	1,047,369	3,585,771	934,788	2,323,451	2,976,266	12,687,639	8,925,542	33,247,332	1,328,976	34,576,308

* Designated for Debt Financing and Institutional Reserve

AGENDA ITEM: Review and approval of proposed budget and financing for the full build-out of the Athletics Complex and the financing for the Aerospace Engineering Sciences Building.

BACKGROUND:

The MSU Denver Athletic Complex budget was approved in December 2012 by CDHE and the CDC at a cost of \$17 million of the full build-out. \$6.6 million was spent on Phase I. Through a more thorough design process with the architecture/engineering team, stakeholders, and the general contractor, the potential full-build-out will cost an additional \$15-\$17 million meaning the entire project could cost \$21-\$23.6 million.

At the September 19th, 2013 Board of Trustee Retreat it was agreed upon that the design and construction team would move forward with the full design and work on a more detailed cost for the project.

ANALYSIS:

In addition to validating the cost, Administration, Finance, and Facilities staff have analyzed the potential cash flow that will be needed to fund the full build-out of the Athletics Complex as well as the Aerospace Engineering Sciences building. The staff will recommend options for supporting the financing of both of these projects.

AUTHORITY:

To increase the cost of the Athletics Complex by more than ten percent (approved cost is \$17 million), The MSU Denver Board of Trustees need to approve.

RECOMMENDATION:

Staff recommends the approval of the proposed financing options for the Athletics Complex and Aerospace Engineering Sciences Building.

AGENDA ITEM: HLC@Metro, Inc. Board of Directors Election

BACKGROUND:

On August 19, 2010, the Board of Trustees established a special purpose corporation called HLC@Metro, Inc. to own and operate the Hotel/Hospitality Learning Center. The Board of Trustees approves the appointment of the HLC@Metro, Inc. nine-member board. The bylaws of the corporation indicate the board has representation from the Board of Trustees, the University, the Metropolitan State University of Denver Foundation, Inc. Board and industry experts.

At the November 20, 2013 HLC@Metro, Inc. board of director's meeting, it was unanimously recommended that the MSU Denver Trustees elect Steve Kreidler as a member of the HLC@Metro, Inc. board of directors due to his position as Vice President of Administration, Finance and Facilities. The HLC@Metro, Inc. board also recommends that the MSU Denver Trustees elect Carolyn M. Wollard due to her position as Executive Director of Institutional Advancement.

ANALYSIS:

Currently there are five vacant positions within the board of directors. In order for the HLC@Metro, Inc. board to function at its fullest potential, these vacancies need to be filled.

AUTHORITY:

Pursuant to §3.02 of the HLC@Metro, Inc. Bylaws, the Board is required to review and approval appointments to the HLC@Metro, Inc. Board of Directors.

RECOMMENDATION:

The Board of Directors of HLC@Metro, Inc. recommends appointment of Steve Kreidler and Carolyn M. Wollard to the Board of Director of HLC@Metro, Inc.

AGENDA ITEM: Approval of Bylaw Amendments

BACKGROUND:

As part of the discussion at the Board's annual retreat in 2013, the Board determined that it was important to make certain changes to the Bylaws to effectuate the Board's wishes concerning Board leadership positions and succession. In accordance with Article XII of Bylaws, the Bylaws may be amended at any meeting of the Board by majority vote so long as written notice is given to each Board member prior to the meeting at which such amendments are to be considered.

ANALYSIS:

The attached revised Bylaws were developed by the Governance Committee in consultation with the General Counsel's office. A redlined document is attached which details the recommended changes in the areas of Board leadership positions and their terms, including length and timing as well as additional changes to the current committee structure.

RECOMMENDATION:

The Governance Committee recommends approval of the attached revised Bylaws, effective December 6, 2013.

BYLAWS of the Board of Trustees Metropolitan State University of Denver

ARTICLE I

AUTHORITY AND POWERS

Colorado law vests the supervision and control of Metropolitan State University of Denver in the Board of Trustees. The University is a body corporate of the State of Colorado.

A. Authority and Powers

As provided by section 23-54-101, C.R.S., *et seq.*, the Board has full authority and responsibility for the governance of the University. The Board has such powers, rights, and privileges as are granted to it by Colorado law, including, but not limited to, suing and being sued; taking and holding personal property and real estate; contracting and being contracted with; selling, leasing, or exchanging real property; controlling and directing all monies received by it; authorizing revenue bonds and other lawful financial transactions to raise money; and determining personnel matters.

B. Delegation

Except for powers that are legislative or judicial in nature, the Board may delegate authority to perform such duties as the Board deems proper and necessary.

ARTICLE II

BOARD MEMBERSHIP

The Board includes eleven statutory members, consisting of nine voting members and two non-voting advisory members, who shall have such qualifications, and subscribe to the oath, as prescribed by law. In addition, pursuant to Board policy, the Board includes one alumni representative who serves as a non-voting advisory member.

A. Voting Members

The voting members are appointed by the Governor of the State of Colorado, with the consent of the State Senate, for terms of up to four years expiring on December 31 of the third calendar year following the calendar year in which the voting member is appointed. A vacancy in the unexpired term of a voting member shall be filled by appointment of the Governor for the unexpired term.

B. Advisory Members

Advisory members shall not vote on matters before the Board, nor shall they attend executive sessions of the Board. Advisory members shall include one full-time member

of the University's teaching faculty at large, elected by the faculty at large; one full-time junior or senior University student, who has been a Colorado resident for at least three years immediately prior to election by the student body at large; and one alumnus of the University, who shall serve as an alumni representative. A vacancy in an unexpired term of an advisory member shall be filled by election for the unexpired term. Advisory members shall serve for a term of one year expiring June 30.

ARTICLE III

OFFICERS

The officers of the Board include the Chair, Vice Chair, Treasurer, and Secretary. Such officers shall be elected by a majority of a duly constituted quorum of the Board.

A. Election

Election of officers shall take place at the annual Board meeting. The Chair and Vice Chair shall hold office for a period of two ~~one~~ calendar years until their successors are elected. The Secretary and Treasurer shall hold office at the pleasure of the Board.

B. Removal

The Board may remove any of its officers whenever in its judgment the best interests of the Board will be served thereby.

C. Chair

The Chair shall be a member of the Board. The Chair shall preside at meetings of the Board and shall sign contracts and documents required to be executed by the Board. The Chair shall appoint members of the Board to committees and as representatives to other bodies. The Chair shall also perform such additional tasks as may be necessary to implement actions approved or taken by the Board. The Chair also shall serve as Past Chair for one year after the term has ended to facilitate the transition to new Board leadership.

D. Vice Chair

The Vice Chair shall be a member of the Board. The Vice Chair shall, in the absence of the Chair, perform the duties of the Chair. The Vice Chair shall also serve as the Chair of the Presidential Evaluation Committee.

E. Secretary

The Secretary shall not be a member of the Board. The Secretary shall make certifications on behalf of the Board and perform such other duties as are normally performed by the Secretary of a public entity, and those which may be assigned by the

Board. The Secretary shall cause all notices to be sent that may be required by these Bylaws and the law. The Secretary shall also cause a record to be kept and maintained of all actions, proceedings, and policies of the Board.

F. Treasurer

The Treasurer shall not be a member of the Board. The Treasurer shall cause statements of the financial condition of the Board and other such other financial documents as may be requested by the Board to be prepared, compiled, and provided to the Board.

G. Assistants

The Board may appoint such assistants as it deems necessary to accomplish the duties of the officers of the Board.

H. Vacancies

In the event of a vacancy in any office of the Board, a successor shall be elected by a majority of a duly constituted quorum of the Board to serve for the period of the unexpired term.

ARTICLE IV

MEETINGS

A. Annual Meeting

The annual meeting of the Board shall be held in ~~December~~^{June} of each year or at such time and place as may be designated by the Board by resolution. The annual meeting shall be for the purpose of electing officers and the transaction of other business.

B. Regular Meetings

Regular meetings of the Board shall be held at such time and place as established yearly by resolution of the Board.

C. Special Meetings

The Board Chair may call special meetings of the Board at any time, and shall do so upon the written request of a majority of the Board.

D. Committee Meetings

A Committee Chair may call meetings at such time and place as is necessary to discharge committee duties.

E. Notices

Notice of the time, place, and agenda of all meetings of the Board and any of its committees shall be given in accordance with the Colorado Open Meetings Law.

F. Agendas

No less than five days before the annual meeting or any regular meeting, an agenda setting forth the matters to be considered at the meeting shall be sent to Board members. An agenda for any special meeting or committee meeting shall be sent to Board members as early as is practicable.

G. Records of Meetings

In accordance with the Colorado Open Meetings Law, a recording and minutes shall be kept of all Board and committee meetings, with the exception of certain matters discussed in executive session.

H. Presence of Members at Meetings

Board members may attend meetings by telephone. Meetings may be held by telephone, video conferencing, or other forms of electronic communication.

I. Motions and Seconding

All members of the Board may make and second motions.

J. Voting

Only voting members of the Board may vote on actions before the Board. Only members of a committee may vote on actions before committees. In extraordinary circumstances, a Board member who is unable to attend may vote by written proxy as to a specific question.

K. Executive Session

Upon a two-thirds vote of the voting members, an executive session may be held to discuss matters as permitted by the Colorado Open Meetings Law.

L. Adjournment

Any meeting may be adjourned and its business continued to an appointed day by a vote of the majority of the voting members present even though there may be less than a quorum.

M. Rules of Procedure

To the extent a meeting procedure is not addressed by these Bylaws or the law, the Board and its committees may consult ROBERT'S RULES OF ORDER for guidance.

ARTICLE V

EXERCISE OF POWERS

Official action of the Board or recommendations of any committee shall occur only in open session at meetings duly called and held at which a quorum is present. Matters coming before the Board or its committees at meetings shall be determined by a majority of the voting members who are present.

ARTICLE VI

QUORUM

A quorum of the Board shall be a majority of its voting members. A quorum of any committee of the Board shall be a majority of its voting members.

ARTICLE VII

COMMITTEES AND OTHER BODIES

The Board shall have the committees described in these Bylaws and may create ad hoc committees as needed. Formal actions of all committees shall be limited to recommendations made to the entire Board and shall in no way bind the Board. Standing ~~C~~committees of the Board include:

A. Academic and Student Affairs Committee

The purpose of the Academic and Student Affairs Committee is to review and make recommendations to the Board regarding academic and student issues, including but not limited to the addition of new academic requirements, programs, degrees, majors, and fees, significant changes in policies, and other areas essential to the academic endeavor of the University and the welfare of its students. The Provost and Vice President for Academic Affairs shall serve as staff to the committee.

B. Finance Committee

The purpose of the Finance Committee is to review and make recommendations regarding the University's finances and budget and significant changes thereto, including but not limited to setting annual budget parameters, tuition rates, salary rates, financial aid, parameters for issuance of debt, and other areas essential to the fiscal soundness of the University. The Finance Committee also serves as the Board's audit committee and

shall review annually and report to the Board any material issues or findings pertaining to the University's annual audit or any significant interim audit or risk management issues. The Vice President for Administration, Finance and Facilities/~~Treasurer~~ shall serve as staff to the committee.

C. ~~Board~~ Governance Committee

The purpose of the ~~Board~~ Governance Committee is to review and make recommendations to the Board regarding Board operations and institutional governance, including but not limited to Board policies, these Bylaws, Board meetings, retreats and orientation, the Board budget, nomination of prospective Board members, records management and retention, technology, materials and communications, website, staffing, budget, orientation, and other policy matters~~areas~~ essential to effective operation of the Board. The General Counsel/Secretary shall serve as staff to the committee.

D. ~~Presidential~~ Executiveevaluation Committee

The purpose of the ~~Presidential~~ Executiveevaluation Committee is to take necessary actions when the Board is not in session, review the President's performance per the requirements of the employment contract and Board policies, report its findings to the Board, and make recommendations to the Board regarding the terms and conditions of the President's employment and compensation. The Committee may evaluate other appointees or individuals as needed. The Committee shall have the full power of the Board in between meetings of the Board except for the hiring or termination of the President and shall report its actions to the Board at its next meeting. The membership of the Committee shall be the Chair, Vice-Chair, Past Chair and up to two of the Chairs of the standing committees of the Board as designated by the Chair of the Board. The President and General Counsel/Secretary shall serve as staff to the committee.

In addition to serving on committees, Board members also serve on the governing boards of other bodies. These other bodies include:

A. Auraria Higher Education Center

The purpose of this enterprise is to support the University, Community College of Denver, and the University of Colorado Denver and to facilitate the achievement of their goals and objectives on the Auraria campus.

B. Metropolitan State University College of Denver Foundation, Inc.

The purpose of this nonprofit, direct-support corporation is to promote the development and general welfare of the University by receiving, investing, and administering private support.

C. HLC@Metro, Inc.

The purpose this special purpose corporation is to own the hotel and hospitality learning center and provide for its financing, construction, operation, and management.

D. MSCD Roadrunner Recovery and Reinvestment Act Finance Authority

The purpose of this finance authority is to issue bonds necessary to finance the hotel and hospitality learning center project and loan the proceeds to HLC@Metro, Inc. This finance authority is also available for the financing of future projects.

ARTICLE VIII

CONFLICT OF INTEREST

All decisions of the Board and its members must be made solely on the basis of a desire to promote the best interests of the University. A conflict of interest exists when a Board member has or represents interests that may compete with or be adverse to those of the Board and the University. A conflict of interest exists not only when there is any benefit, direct or indirect, received by such Board members or their affiliates, in connection with the official actions of the Board and University, but also when the Board or University interests are, or could be, adversely affected by a conflict of interest or perception or appearance of a conflict. Although Board members may have allegiances to and associations with other outside interests, their paramount fiduciary obligation is to serve the best interests of the Board and the University. All conflicts of interest must be fully disclosed and the interested Board member shall refrain from participation in and consideration of the proposed matter.

Each Board member shall maintain on file a statement with the Secretary identifying: all business or other undertakings in which such Board member has a direct or substantial financial interest; all contracts and/or contract proposals with the University; or, that to the best of the Board member's knowledge after diligent inquiry, no such financial interests exist.

ARTICLE IX

INDEMNIFICATION

The University shall indemnify any Board member who is a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of service as a Board member against expenses and judgments if the person acted in good faith and in a manner reasonably believed to be in or not opposed to the interests of the University, and with respect to any criminal action or proceedings, had no reasonable cause to believe the conduct was unlawful.

ARTICLE X

EXPENSE REIMBURSEMENT

Board members may be reimbursed for reasonable and necessary expenses incurred in the performance of Board duties.

ARTICLE XI

NECESSARY POLICIES AND PROCEDURES

The Board has the responsibility and authority to promulgate Board policy by resolution or otherwise.

ARTICLE XII

AMENDMENT AND REPEAL OF BYLAWS

These Bylaws may be amended or repealed, consistent with the law, at any meeting of the Board by majority vote, so long as written notice is given to each Board member prior to the meeting at which such amendment or repeal is to be considered.

AGENDA ITEM: **Nomination and Election of Board Officers**

BACKGROUND:

Pursuant to Article III, Section A, of the Bylaws of the Board of Trustees, officers of the Board shall be elected at the annual meeting of the Board. All officers shall be elected by a vote of the majority of a duly constituted quorum of the Board and shall serve a two year term commencing at the end of this business meeting.

RECOMMENDATION:

Nominations shall be taken from the floor for the positions of Chair and Vice-Chair.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's information, which have occurred since the last Board Meeting on September 20, 2013.**

BACKGROUND: Report of personnel actions which have occurred since the last Board agenda of September 2013. Temporary appointments, resignations, terminations, retirements, transitional retirements, reassignments, reclassifications, leave without pay, non-renewal, and final sabbatical reports which are delegated to the President and do not require approval by the Board.

INFORMATION: The following personnel items are presented to the Board of Trustees as information.

APPOINTMENTS

Ms. Megan Remec, Interim Assistant Women's Soccer Coach, Actual Salary: \$9,500.00 – Effective from August 12, 2013 to May 16, 2014. (TEMPORARY/ADMINISTRATIVE)

Mr. Mark Del Monaco, Interim Assistant Cross Country Coach, Actual Salary: \$3,000.00 – Effective from August 15, 2013 to May 31, 2014. (TEMPORARY/ADMINISTRATIVE)

Ms. Sarah Van Lingen, Interim Assistant Women's Softball Coach, Actual Salary: \$9,800.00 – Effective from August 26, 2013 to May 31, 2014. (TEMPORARY/ADMINISTRATIVE)

Mr. Timothy J. Brown, Mesa County Site Coordinator-TRIO, Annual Salary: \$38,400.00 at .50FTE – Effective September 1, 2013. (TEMPORARY/ADMINISTRATIVE)

Mr. Todd Wolfe, Project Coordinator for Teaching with Primary Sources, Annual Salary: \$32,502.00 at .75FTE – Effective September 3, 2013. (TEMPORARY/ADMINISTRATIVE)

Mr. Patrick Fay, Interim International Admissions Counselor, Annual Salary: \$37,000.00 – Effective September 3, 2013. (TEMPORARY/ADMINISTRATIVE)

Ms. Kathy Clark, Child Welfare Coordinator, Annual Salary: \$35,798.00 at .75FTE – Effective September 3, 2013. (TEMPORARY/ADMINISTRATIVE)

Ms. Nidia Vivanco Montoya, Student Retention Specialist, Annual Salary: \$44,000.00 – Effective October 1, 2013. (TEMPORARY/ADMINISTRATIVE)

Mr. Troy P. Morgan, Lecturer of Human Performance & Sport, Annual Salary: \$46,626.00 – Effective August 13, 2013. (CATEGORY II FACULTY)

Ms. Lori Darnel, Lecturer of Social Work, Annual Salary: \$48,590.00 – Effective August 13, 2013. (CATEGORY II FACULTY)

Dr. Kathryn A. Trujillo, Lecturer of Social Work, Annual Salary: \$48,590.00 – Effective August 13, 2013. (CATEGORY II FACULTY)

Ms. Mylee Khristoforov, Lecturer of English, Annual Salary: \$23,185.00 – Effective from August 13, 2013 to December 14, 2013. (CATEGORY II FACULTY)

RESIGNATIONS

Mr. Richard R. Cowden, Academic Advisor – LAS, Effective August 1, 2013.
(Accepted position outside of University)

Ms. Paula Stephens, Fitness Specialist, Effective August 9, 2013.
(Accepted position outside of University)

Mr. Matt Brinton, Assistant Director of Student Activities, Effective August 29, 2013.
(Accepted position outside of University)

Ms. Amy Farfan, CUE Program Associate, Effective August 30, 2013.
(Personal Reasons)

Ms. Laurie Arnold, MST System Supervisor, Effective August 31, 2013.
(Accepted position outside of University)

Mr. Michael T. Lewis, Debt Management Counselor, Effective September 13, 2013.
(Accepted position outside of University)

Dr. Erin Trapp, Vice President, Advancement and External Relations and Executive Director of MSUD Foundation, Effective September 20, 2013.
(Accepted position outside of University)

Ms. Sarah Senter, Career Specialist, Employee Relations, Effective September 24, 2013.
(Accepted position outside of University)

Ms. Laurel Medlock, VA Certification Counselor, Effective September 24, 2013.
(Personal Reasons)

Ms. Susan Cotton, Family Education Specialist, Effective October 5, 2013.
(Personal Reasons)

Mr. Charles Batey Jr., Associate Director, Equal Opportunity, Effective October 9, 2013.
(Accepted position outside of University)

Dr. Benjamin Moritz, Director of Honors Program, Effective October 11, 2013.
(Accepted position outside of University)

Dr. Isaac Florez, Staff Psychologist, Effective October 14, 2013.
(Personal Reasons)

Ms. Barbara E. Haertl, Grant Writer, Effective October 18, 2013.
(Personal Reasons)

Mr. Shaun Boulter, Academic Advisor – SPS, Effective November 6, 2013.
(Accepted position outside of University)

Ms. Kelly Castelli, Supervisor, MST System, Effective November 7, 2013.
(Personal Reasons)

Ms. Judith Zewe, Associate Vice President of Human Resources, Effective October 1, 2013.
(Contract Ended)

Mr. Vincent Gonzalez, Academic Advisor, Effective November 8, 2013.
(Accepted position outside of University)

RETIREMENTS

Ms. Donna Fowler, Director, Internal Communications, Effective August 31, 2013.

Dr. Sixto E. Torres, Professor of Spanish, Effective October 1, 2013.

Ms. Constance Novicoff, Director, Math Group Learning Program, Effective October 31, 2013.

PROMOTIONS

Ms. Mai Kitch, Assistant Director of Financial Aid – Compliance, Annual Salary: \$54,000.00 – Effective August 12, 2013. (FROM Financial Aid Counselor (\$43,050.00) TO Assistant Director of Financial Aid – Compliance (\$54,000.00)

Ms. Carla Mirabelli, Program Manager, Center for Urban Education, Annual Salary: \$61,283.00 – Effective September 1, 2013. (FROM UTP Grant Project Coordinator (\$58,366.00) TO Program Manager, Center for Urban Education (\$61,283.00)

Ms. Jean Ethredge, Director, Mathematics Peer Study, Annual Salary: \$57,000.00 – Effective November 1, 2013. (FROM Assistant Director of Peer Study Program (\$49,877.00) TO Director, Mathematics Peer Study (\$57,000.00)

REASSIGNMENTS

Ms. Tina Moses, Director, Transfer Student Success and Data Analysis, Annual Salary: \$70,000.00 – Effective August 1, 2013. (FROM Interim Director of Enrollment Data Management (\$68,666.00) TO Director, Transfer Student Success and Data Analysis (\$70,000.00)

Ms. Amber Mozet, Administrative Coordinator of Human Resources, Annual Salary: \$50,000.00 – Effective August 19, 2013. (FROM Equity Assistance Specialist (47,754.00) TO Administrative Coordinator of Human Resources (\$50,000.00)

Ms. Lauren Cain, Web Systems Manager, Annual Salary: \$45,900.00 – Effective October 1, 2013. (FROM INTERIM TO PERMANENT (no increase in salary)

Mr. Matthew Forcella, Scholar Success Specialist, Annual Salary: \$37,371.00 – Effective October 1, 2013. (FROM INTERIM TO PERMANENT (no increase in salary)

Ms. Amparo Garcia, Network Security Engineer, Annual Salary: \$81,000.00 – Effective October 1, 2013. (FROM CLASSIFIED TO ADMINISTRATIVE)

Dr. Zoe Rae Shevalier, Interim Associate VP Curriculum & Academic Effectiveness, Annual Salary: \$116,280.00 – Effective November 1, 2013. (FROM Associate Dean of LAS (\$95,509.00) TO Interim Associate VP Curriculum & Academic Effectiveness (\$116,280.00)

RECLASSIFICATIONS

Dr. Paul Camp, Chair - Professor of Finance, Annual Salary: \$129,095.00 – Effective September 1, 2013. (FROM Professor of Finance (\$99,304.00) TO Chair - Professor of Finance (\$129,095.00)

Dr. Linda Stroup, Chair - Associate Professor of Nursing, Annual Salary: \$110,189.00 – Effective October 1, 2013. (FROM Associate Professor of Nursing (\$84,761.00) TO Chair - Associate Professor of Nursing (\$110,189.00)

Dr. Alexis Newton, Assistant Professor of Nursing, Annual Salary: \$64,714.00 – Effective October 1, 2013. (FROM Chair – Assistant Professor of Nursing (\$84,128.00) TO Assistant Professor of Nursing (\$64,714.00)

Mr. Rick Walker, Accounts Payable Specialist, Annual Salary: \$40,961.00 – Effective October 1, 2013. (FROM Bank Accountant (\$47,675.00) TO Accounts Payable Specialist (\$40,961.00)

SALARY ADJUSTMENTS

Ms. Loretta Martinez, General Counsel/Secretary to BOT, Annual Salary: \$185,000.00 – Effective September 1, 2013. (Salary increase due to counter offer)

LEAVE WITHOUT PAY WITH BENEFITS

Dr. Kristen Lyons, Assistant Professor of Psychology, January 21, 2014 through May 18, 2014.

Dr. Alexis Karris Bachik, Assistant Professor of Psychology, January 21, 2014 through May 18, 2014.

REDUCTION IN FTE

Ms. Kathryn Dunleavy, Assistant to Dean (SPS) for Planning, Data, and Initiatives, Annual Salary: \$53,903.00 from 1.00FTE to .60FTE – Effective October 14, 2013.
(ADMINISTRATIVE)