

METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES
Board Meeting Schedule
September 8-9, 2016

Thursday, September 8, 2016

Student Success Building Exterior

President Welcome Back Address: 7:30 a.m. – 9:00 a.m. (*breakfast opens at 7:00 a.m.*)

Location: Student Success Building, Suite 440 (Trustees Boardroom)

Finance Committee: 9:30 a.m. – 11:00 a.m. (*light refreshments provided*)

Academic & Student Affairs Committee: 11:00 a.m. – 12:30 p.m.

Friday, September 9, 2016

Location: 1600 17th St, Denver, CO 80202

Board Mini Retreat: 7:30 a.m. – 10:30 a.m. (*Breakfast provided*)

Executive Session: 10:30 a.m. – 11:00 a.m.

Public Meeting: 11:00 a.m. – 12:00 p.m. (*To go lunches provided for Trustees*)

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

Friday, September 9, 2016
Mini Retreat: 7:30 a.m. – 10:30 a.m.
Executive Session: 10:30 a.m. – 11:00 a.m.
Public Meeting: 11:00 a.m. – 12:00 p.m.
1600 17th St, Denver, CO 80202

I. CALL TO ORDER

II. EXECUTIVE SESSION:

An Executive Session may be held for consideration of appointment or employment of a public official or employee or the dismissal, discipline, promotion, demotion, or compensation of, or the investigation of charges or complaints against, pursuant to C.R.S. § 24-6-402(3)(b)(I)(2016); to confer 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)(2016); and consideration of proposals for the naming of a building or a portion of a building for a person or persons, pursuant to C.R.S. § 24-6-402(3)(a)(VIII)(2016).

III. CHAIR'S WELCOME & REPORT:

A. Welcome New Student Trustee, Daniel Day

IV. CONSENT AGENDA:

- A. May 6, 2016 Board Meeting Minutes
- B. Faculty Tenure Recommendations
- C. 415(m) Plan Retirement Contribution
- D. Office of Human Resources report of personnel actions which have occurred since the last Board Meeting on May 6, 2016

V. PRESENTATIONS:

- A. Board Oversight of Educational Quality & Student Success:
 - i. Higher Learning Commission University Accreditation (*Bernice Harris and Nate Grimm*)

VI. REPORTS & ACTION ITEMS:

- A. President's Report: *President Stephen Jordan*
- B. Finance Committee Report: *Trustee Jack Pogge*
 - i. Fiscal Year 2016-17 Budget Revision (*Steve Kreidler*)
 - ii. Memorandum of Understanding addendum regarding the Hospitality Learning Center project (*Steve Kreidler and John Burtness*)
- C. Academic & Student Affairs Committee Report: *Trustee Elaine Berman*
- D. Foundation Report: *Trustee Bill Hanzlik*
- E. AHEC Report: *Trustee Elaine Berman*

- F. Student Trustee Report: *Trustee Daniel Day*
- G. Faculty Trustee Report: *Trustee Kenn Bisio*
- H. Alumni Report: *Trustee Judy George*
- I. Faculty Senate Report: *Matt Makley, President*
- J. Student Government Report: *Liz Milewski, President*

VII. INFORMATION ITEMS:

- A. Human Resources report of personnel actions which have occurred since the last meeting on May 6, 2016 for the Board of Trustees' information

VIII. PUBLIC COMMENT

IX. ADJOURNMENT

**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES ANNUAL MEETING
Friday, May 6, 2016**

I. EXECUTIVE SESSION:

Chairwoman Lucero read the Trustees into Executive Session at 7:30 a.m., and asked for a motion. The motion was made and seconded, and unanimously approved.

II. CALL TO ORDER:

The Board of Trustees meeting was called to order at 9:00 a.m. by Chairwoman Michelle Lucero. She was joined by Vice Chairman Jack Pogge, Trustee Elaine Berman, Trustee Terrance Carroll, Trustee Wendy Dominguez, Trustee Barb Grogan, Trustee Bill Hanzlik, and Trustee Jeff Shoemaker. Faculty Trustee Kenn Bisio and Alumni Representative Judy George were also in attendance, along with President Stephen Jordan, Board Secretary Loretta Martinez, Treasurer George Middlemist, Assistant Secretary Carrie Warren, various faculty, administrators, and staff.

III. CHAIR'S WELCOME & REPORT:

A. New Trustee Oath of Office (Wendy Dominguez and Jeff Shoemaker). Board Secretary Loretta Martinez administered the oath of office to Trustees Wendy Dominguez and Jeff Shoemaker. Chair Lucero announced that Kenn Bisio was elected for a second term as Faculty Trustee.

B. Nomination and Election of Board Officers. Trustee Hanzlik **moved** the nomination of Michelle Lucero as Chair, and Jack Pogge as Vice Chair. The motion was **seconded** by Trustee Carroll and **unanimously approved**.

C. Board Meeting Schedule 2016-2017. Chair Lucero directed the Board's attention to the meeting schedule contained in the meeting packet. The schedule was adopted by unanimous vote.

D. Committee Assignments. Chair Lucero directed the Board's attention to the committee assignments with the Board packets.

E. HLC@Metro, Inc. Board Appointment (Wendy Dominguez). Board Secretary Martinez referred to the resolution on page 6 in the meeting packet. Chairwoman Lucero asked for a motion to approve Trustee Wendy Dominguez as the Board's representative to the HLC@Metro, Inc. Trustee Carroll **moved** the nomination of Trustee Dominguez as the Board's representative to the HLC@Metro, Inc. The motion was **seconded** by Trustee Hanzlik and **unanimously approved**.

F. AGB National Conference on Trusteeship Recap. Chairwoman Lucero thanked those who attended the AGB National Conference at which the Board was formally presented with the John Nason Award for Excellence in Governance.

G. Recognition of Deputy Provost Luis Torres. Dr. Luis Torres will be retiring from his full-time position as Deputy Provost of Academic and Student Affairs, and professor of Chicana/o Studies, at the end of June. Provost Golich expressed her gratitude for the opportunity to work alongside Dr. Torres in the years she has been at MSU Denver and stated that Dr. Torres's wisdom and clarity will be sorely missed by the University. Dr. Torres believes that access to higher education is a fundamental right of all people.

Dr. Torres's many accomplishments at MSU Denver include creation of the first Chicana/o Studies department offered anywhere in Colorado, at MSU Denver in 1995.

Dr. Torres worked tirelessly to implement an affordable tuition rate for undocumented students, resulting in the passage of Colorado's ASSET legislation in 2013.

Additionally, Dr. Torres served as co-chair of MSU Denver's Hispanic Serving Institution Task Force, which continues to transform the University. To achieve the federal HSI designation and be eligible for federal funds, the University's student body must consist of at least 25 percent full-time-equivalent Hispanic students. Currently, the number stands at just over 20 percent FTE, up from 13 percent in 2008.

On the brink of his retirement after more than 20 years at MSU Denver, Dr. Torres received the National Association of Chicana and Chicano Studies' prestigious 2016 Scholar Award, which recognizes life achievement contributions of scholars to Chicana/o Studies.

Dr. Torres thanked the Board and said that the pinnacle of his career was when this Board supported the ASSET bill.

The Board and President Jordan thanked Dr. Torres for his service and his many contributions to the University and to Latinos and other underrepresented students throughout the state.

A ceremony in honor of Dr. Torres is scheduled for June 22, 2016, from 2 to 4:00, and a retirement party on July 31, 2016, at St. Cajetan's; details to follow.

(out of order):

V. PRESENTATIONS:

B. State Legislative Report. Christine Staberg of the Capstone Group, LLC, noted that there are six days remaining in this legislative session. The outcome of the hospital provider fee remains uncertain. Initially there was bipartisan support of the hospital provider fee being converted to an enterprise; however, both it and Bill 1450 that included up to \$49.5 million per year for education, have both been put on hold.

A connected issue, the TRANs bond proposal, asks voters for approval to issue transportation revenue anticipation notes (TRANs) worth \$3.5 billion, for the funding of 58 projects across the state. The measure would extend TRANs bonds first issued by Colorado in 1999 which will soon be paid off. By issuing the notes, Colorado's transportation challenges could be addressed relatively quickly, without increasing taxes. In the past, the complaint was that there was no money to pay those bonds. This proposal includes general fund moneys; however, the money would only be freed up if the hospital provider fee is passed. The question, then, is whether there would be some way to free up moneys designated in the hospital provider fee that were earmarked for transportation, to back bonds for highway construction.

Six bills regarding construction defects reform and affordable housing came out late yesterday and negotiations are ongoing, Ms. Staberg said.

The School Finance Act passed out of the Senate last night, with added provisions relating to charter schools. It could go to Conference Committee, but negotiations are ongoing.

Another bill introduced Friday, Senate Bill 209, came from Aurora Public Schools in partnership with CSU Global, that would allow K-12 school districts to ask voters to approve bonds to build a building that would then be leased back to an institution of higher education in exchange for in-kind services. Both MSU Denver and the community colleges expressed concerns with the bill. Four amendments to the bill were adopted that put in place specific constraints, mandating oversight by the Department of Higher Education for transparency and input; providing that in-kind services could only go to in-state residents who are graduates and otherwise qualify for CSU Global (students who are 23 years of age and older); additional oversight by the Education Committee and the Capital Development Committee; and specifying that the ballot language make clear that the K-12 institution will be constructing a building that may be leased to an institution of higher education.

IV. CONSENT AGENDA:

A. Approval of April 8, 2016 Board Meeting Minutes.

B. Office of Human Resources report of personnel actions which have occurred since the last Board Meeting on April 8, 2016.

Trustee Carroll **moved for approval** of the Consent Agenda, with a **second** by Trustee Hanzlik. The motion was **unanimously approved**.

V. PRESENTATIONS:

A. Board Oversight of Educational Quality & Student Success.

i. New Retention Initiatives (2014 Forward). Associate Vice President for Undergraduate Studies, Academic and Student Affairs Mark Potter, and Associate Vice President of Enrollment Management Lori Kester, reported on the ongoing efforts of the Retention Task Force created in 2015 to identify needed changes, and to coordinate projects and initiatives designed to improve student retention and enrollment. The task force recently

identified retention goals through 2020 with an overall goal of reaching 80 percent Fall to Fall retention among all undergraduate students.

Ms. Kester and Dr. Potter outlined major changes and new initiatives including:

- Filling numerous admissions and advising positions, all of which enable the University to provide “intentional outreach” to students and prospective students.
- Implementing “Recruiter,” which allows students to apply for admission online while enabling them to track where they are in the process.
- Implementing “Degree Works,” a degree auditing system that provides accurate and timely information to both students and advisors that charts tailored pathways to graduation. The program tracks recent events, yield getting, which events are leading to positive results in terms of students applying to the University, and allows proactive communication with students.
- Ms. Kester noted that the University signed an agreement with Royal, a third-party software company specializing in recruitment and marketing for higher education institutions. Royal’s software will make it possible to follow up with students who made the decision not to come to MSU Denver and then determine the steps needed to attract and retain those students.
- Working to implement the Transfer Equivalency Self Service, which will enable transfer students to run an online transcript evaluation on demand to determine how their credits will transfer. MSU Denver is the largest transfer institution in the state.
- Developing a single sign-on capability for all student-facing applications for greater ease and convenience.
- Created a text campaign to students who’ve been admitted but who have not yet attended orientation.
- Removing late registration and transfer enrollment fees.

Additionally, the University is one of 44 institutions participating in the American Association of State Colleges and Universities’ Reimagining the First Year initiative, which focuses on enhancing curricula, student support, and faculty engagement for first-year students. Participating institutions learn from each other, share best practices, and improve the experience of learning, thereby further increasing student retention.

MSU Denver is also working on developing a mobile application that allows advisors to push out notifications to students to ensure that they remain on track to graduation.

The task force has implemented change management measures to ensure that new technologies aren't being placed on top of old practices.

Dr. Potter said that as a result of these efforts, more students are entering the University with a clearer idea of their goals. The initiatives are designed to ensure that students have the necessary support, and that any barriers to their progress are removed. He said that for a student who has applied and gained admission to the University and is registering for classes beginning in the Fall semester, the virtual environment is entirely different from anything it has ever been before, and the same is true for the face-to-face support environment.

Ms. Kester said that admission applications are up 5%, and students who have been accepted by and admitted to the University are up 9%.

Ms. Kester said that financial aid packages are being mailed out significantly earlier than in prior years.

The biggest result of the initiatives thus far is that students are accomplishing tasks sooner.

Dr. Potter said that the processes to support students have changed and that there are new people and new technologies. "Intrusive advising" has been implemented whereby students are brought in through technology tools which identify students who will benefit most from intrusive advising, who may not believe they need advising but indicators show that they're not succeeding on their path to graduation.

In January 2016, advisors in the College of Professional Studies began contacting all freshmen majors to introduced themselves and provide important dates and deadlines.

In the College of Letters, Arts and Sciences, 5,400 students were sent messages tailored to their particular standing -- whether seniors, juniors, or lower division students -- about completing general studies courses, declaring a major and minor, and about completing required courses.

In the last two semesters, in the week before registration, the Admissions Office has provided impromptu advising sessions.

Since October, the School of Education has contacted 600 students and held 1,700 advising appointments.

Dr. Potter pointed out that, as mentioned by Ms. Kester, results of these measures are reflecting changes in behavior: Far fewer students attended Reg-a-Palooza, a First Year Success program designed to remind students to register for classes in the coming semester. As a result, and in keeping with the task force's goals regarding change management, the purpose of Reg-a-Palooza may have to be rethought.

Degree Works is an improvement on the University's prior degree auditing system from the past. Degree Works allows students and/or advisors to run real-time what-if scenarios and the resulting effect on degree completion. It is a powerful tool that enables students to self-advise, with timely and accurate information, virtually eliminating the scenario in which a student gets close to graduation only to realize that they're missing one or more credit hours.

A meta major in Business is being piloted that will allow students who aren't yet sure of which Business major they want to pursue to stay on track while making that determination.

Additionally, the Retention Task Force has been launching clear messaging regarding the advantages of taking 15 credit hours a semester. Also, it intends to get in front of students before they are able to withdraw from their last class and drop out of the University, which they have up to now been able to do with the click of a button.

Dr. Potter said that as a result of all these measures, more students are entering with a clear idea of their goals and are provided a clear path toward on-time graduation. If at any point they appear to be at risk of falling off that path, they are provided timely feedback to ensure they receive the necessary support to reach graduation.

Chair Lucero asked how to know which measure accounts for a given improvement in outcome. Dr. Potter responded that it is challenging, especially with regard to retention, to dig down to what single thing has had the resulting effect. However, the task force has goals and under each, has identified leading indicators that will inform the task force if it is about to meet its goals and strategies aligned with those leading indicators. If the foundational work is sound, Dr. Potter said, then they should be able to match results with cause.

Chair Lucero asked Trustee Berman if there will be regular updates to each of the initiatives, and Trustee Berman said there would, adding that an amazing amount of work has been completed in a year. Trustee Berman asked what the anticipated goals and benchmarks for the year and the following year are. Dr. Potter responded that the Retention Task Force has an aspirational goal of increasing retention of undergraduate students from 68% currently, to 80% by 2020. This increase will be pushed by enrollment numbers, he said. The task force has an aspirational goal of increasing the six-year graduation rate for first-time full-time students from 25% to 32% by 2020. He noted that these are both aggressive goals, but believes they are achievable.

Ms. Kester said the task force is working on combining retention and enrollment goals into one working document.

In response to a question from Trustee Berman, Ms. Kester stated that the institution hopes that enrollment will remain flat for Fall 2016 compared to Fall 2015, although at this time it is up 17%. She said that she believes the changes being implemented are improving the timeliness with which students register by getting in front of them and reminding them to complete tasks sooner, and Dr. Potter noted that that in itself is a desirable outcome

President Jordan congratulated Ms. Kester and her team for having moved financial aid award notifications from June to March, and said that because students know they've received an award sooner, they are committing sooner. He noted that flat enrollment for Fall 2016 over Fall 2015 is a very acceptable goal, and that the institution has no illusion of increasing enrollment by 17% in the current economy.

VI. REPORTS & ACTION ITEMS:

A. President's Report. President Jordan mentioned that the Spring semester concludes next week. There will be two graduation ceremonies at Denver Coliseum, and the University will confer 1,909 bachelor's and 133 graduate degrees. Our undergraduate class includes 13%, or 242, students graduating with honors. 31% are students of color, indicating that the University is beginning to mirror the population of the community it serves. One percent, or 27, of the University's graduates are ASSET students. The top five degrees are in Criminal Justice, Biology, Psychology, Accounting, and Management. President Jordan told the story of Jennifer Nava Bello who, as a single mom, came to MSU Denver to begin a new life. Ms. Nava Bello will graduate next Saturday with a degree in Modern Languages and as the President's Award Winner, with a GPA of 4.0 and a bright future as an elementary school teacher. President Jordan encouraged Trustees to attend one of the graduation ceremonies.

In April, President Jordan traveled with Dean Hayes and Dean Foster and members of faculty to Scotland to meet with delegates from the University of the West of Scotland. The university has five campuses, and the group from MSU Denver visited its main campus in Paisley and a branch campus in Eyre. President Jordan explored potential partnerships between the university and MSU Denver in Nursing and allied Health programs, Sports Management, Physical Education, Journalism, Engineering, and Industrial Design. President Jordan signed a memorandum of understanding with his counterpart, the principal of the University of the West of Scotland, to provide for student and faculty exchanges as well as joint research projects and short course development.

The following week, President Jordan and others attended the AGB Conference in Washington, D.C. During the same trip they visited with Senators Gardner, Bennet, Polis, representatives of the Department of Education, and several donors including DREAM USA. DREAM USA announced that they will support 24 undocumented students at MSU Denver this fall.

During the last week of April several events showcasing MSU Denver were held. One of the events was a donor event at which 50 members of the aerospace and advanced manufacturing industry were hosted at CAVEA. President Jordan thanked Trustee Grogan for her initiative in promoting the event. Aerospace Engineering Science AES initiate one of first bachelor's degrees focusing on Advanced Manufacturing. (showed video). With the University of Arizona, MSU Denver co-hosted an event that Dr. Dante Lauretta, Professor of Planetary Science in Cosmo-Chemistry at the University of Arizona's Lunar and Planetary Laboratory. Dr. Lauretta is the planner of NASA's \$805 million OSIRIS-REx Mission, the first U.S. mission to return asteroid samples to Earth.

President Jordan attended MSU Denver's Quarterly Executive Update at which a briefing was held with regard to MSU Denver's HSI undocumented students. Sixty engaged business and community leaders attended, and an article regarding the event was published in The Denver Post the following day.

This week, Senator Bennett held a roundtable discussion with seven undocumented students, including Maria Garibay Campos and Cristian Solano-Cordova, and Senator Bennett said it was one of the most stimulating conversations he'd had in a long time.

The NCAA Division II Sports Festival begins in two weeks, on May 16. President Jordan met with Mayor Hancock to share details of the festival, and the Mayor will speak at the opening ceremony. City Council supports the event. President Jordan encouraged Trustees to attend the festival, which will include 1,000 student athletes from 80 universities, in five national championships.

(presented previously, out of order):

B. State Legislative Report.

C. Finance Committee. Vice President Kreidler said that the state legislature will not be putting new money into higher education, but will also not be cutting \$20 million of higher education funding. MSU Denver will receive a small increase in state funding, having to do with its outstanding performance over the years. A proposed tuition increase of 9% has been approved by the Budget Task Force, which includes members of the Student Government Assembly. The dollar amount of the increase that students will pay is approximately \$500 per year. The net tuition rate at MSU Denver continues to be lowest among state institutions of higher education, and is in fact \$1,300 per year less expensive than the next lowest-cost university.

i. Approval of Fiscal Year 2016-17 Initial Base Budget. The Budget Task Force was reticent, Vice President Kreidler said, to base the initial budget on optimistic enrollment numbers, and have projected an enrollment shortfall of \$5.3 million and \$3.3 million in mandatory costs. The initial base budget contains no other changes than the mandatory cost increases. Vice President Kreidler said that future budget projections may shift from May to the October Board meeting, since enrollment numbers are known by October.

The largest increase in mandatory costs is in benefits, primarily due to increases in the cost of health insurance and in PERA. Vice President Kreidler explained that the University has thresholds for compensating faculty and administrative staff, which are 93% of the national average for faculty, and 87% of the national average for administrative staff. Currently the University pays faculty approximately 97% of the national average, and administrative staff 90% of the national average, and Vice President Kreidler said this is an area that the University will continue to work on.

Vice President Kreidler commended the Financial Aid team for making changes to financial aid which results in an increase in the expected family contribution range, which will go from zero to \$2,000, to zero to \$2,400. This results in 34% of MSU Denver students receiving \$8,400 in financial aid, which is more than the estimated cost of \$8,100 for tuition, fees, and books.

Vice President Kreidler pointed out that MSU Denver graduates are third highest in expected average annual salary compared to the other state institutions of higher education.

Trustee Hanzlik inquired about the budget prioritization process. Vice President Kreidler responded that each branch of every department is consulted regarding their priorities. The Budget Task Force will continue to meet throughout the summer. The initial budget projections are based on a 6.4% reduction in enrollment. However, if there were no reductions in enrollment, he said, the University would realize approximately \$5.5 million in additional revenues, and the Budget Task Force would return to the Board at its September meeting and ask for its direction in how to best utilize the additional money.

Trustee Grogan asked what percent of out-of-state students are athletes. Vice President Kreidler said that it is approximately 40%, or 230 student athletes. He added that most out-of-state students are from western states in the WICHE-WUE area. Those students pay 1.5 times the University's resident rate. Very few out-of-state students pay the University's non-resident rate. Vice President Kreidler pointed out that the University's highest priority must be to its resident students and efforts toward keeping them at the University, while it builds a strategy related to out-of-state students.

Trustee Pogge **moved to approve** the FY 2016-17 initial base budget, which was **seconded** by Trustee Hanzlik, and **unanimously approved**.

ii. Approval of Fiscal Year 2016-17 Tuition and Fee Rates. Trustee Pogge **moved to approve** the Fiscal Year 2016-17 Tuition and Fee Rates, which was **seconded** by Trustee Carroll. Trustee Berman stated, for the record, that the Board does not take lightly increases in tuition and fees, that the issue was looked at very closely during yesterday's committee meeting and that Board members are very sensitive to the impact this increase has on students. She pointed out that MSU Denver's tuition and fees, even with the increase, are 19% lower than the next least-expensive public institution, and that degrees conferred by MSU Denver remain a high value. The motion was **unanimously approved**.

iii. Approval of Student Affairs Fee Allocation for FY 2016-17. Trustee Pogge **moved to approve** the Student Affairs Fee Allocation for FY 2016-17, which was **seconded** by Trustee Carroll, and **unanimously approved**.

iv. Approval of Student Fee Plan Revisions. Trustee Pogge **moved to approve** revisions to the Student Fee Plan, which was **seconded** by Trustee Carroll, and **unanimously approved**.

Trustee Pogge said that the student internal audit presentation at yesterday's Finance Committee meeting was outstanding and commended the students for their outstanding work.

D. Academic & Student Affairs Committee.

i. Approval of Faculty Tenure Recommendations. Provost Golich stated that it was her honor to announce the promotion of 36 faculty members for tenure this year. Her only regret, she said, was at being restricted to highlighting just eight of the 36 faculty members for whom tenure is recommended. She introduced those eight faculty, and spoke of their outstanding academic and service achievements, which she feels are representative of the excellent faculty at MSU Denver.

Trustee Berman **moved for approval** of the faculty tenure recommendations, with a **second** by Trustee Shoemaker. The motion was **unanimously approved**.

ii. Approval of Phase One Review Process for New Degree Programs: College of Professional Studies.

1. Bachelor of Science in Cyber Security
2. Bachelor of Science in Hotel Management
3. Bachelor of Science in Restaurant Management
4. Bachelor of Science in Travel and Tourism Management
5. Bachelor of Arts in Sport Management
6. Bachelor of Science in K-12 Physical Education
7. Bachelor of Science in Exercise Science
8. Bachelor of Science Healthcare Professional Services
9. Bachelor of Arts in Construction Project Management

Trustee Berman **moved for approval** of the Phase One Review Process for New Degree Programs in the College of Professional Studies, with a **second** by Trustee Carroll. The motion was **unanimously approved**.

Carry-in Item: Approval of Additional Provision to Handbook. Provost Golich said that in January the Handbook Committee made an amendment to the Handbook for Professional Personnel that is required so that the University is able to receive federal grants and as part of its Higher Learning accreditation coming up in spring 2017. The revision adds a segment on conflict of interest related to research. It is in standard language and the added provision was approved by all members of the Handbook Committee.

Trustee Berman **moved for approval** of the conflict of interest language..., with a **second** by Trustee Hanzlik. The motion was **unanimously approved**.

iii. Approval of New Concentrations within the Computer Information Systems Major in the College of Business.

1. Business Analytics
2. Information Systems Security Concentration

Trustee Berman **moved for approval** of the New Concentrations within the Computer Information Systems Major in the College of Business, with a **second** by Trustee Shoemaker. The motion was **unanimously approved**.

iv. Approval of New Concentrations for the Bachelor of Arts in Music in the College of Letters, Arts, and Sciences.

1. Commercial Music Performance
2. Commercial Songwriting
3. Music Industry Studies

Trustee Berman **moved for approval** of New Concentrations for the Bachelor of Arts in Music in the College of Letters, Arts and Sciences, with a **second** by Trustee Shoemaker. The motion was **unanimously approved**.

E. Foundation Report:

Trustee Bill Hanzlik reported that the Advancement Team is working with President Jordan on a large and complex gift that would support the Hospitality program. It would like be part of a deferred gift when it closes.

Lockheed Martin continues to consider its proposal, and two additional donors are considering seven-figure donorships to Athletics and the endowment of a new chair in the College of Business.

Several other major or deferred gifts are being finalized, including those from two Foundation Board members who are finalizing seven-figure gifts as part of their estate planning.

These proposals total \$20 million. One of the three large gifts must close in order for Mr. Burtness to meet his Stretch Goal of \$6 million. All the project teams met in the last month. The Foundation Board and staff continue to value the engagement of Trustees on these teams focused on AES, HLC, and Health Care. Advancement and Alumni Office staff members are more aggressively seeking support from their alumni base and are surpassing goals in the strategic plan for increasing alumni giving, by double. There were 2,000 donors this year (or roughly 3% of living alumni); last year there were 1,000. In MSU's peer public institutions, the average is 8 to 10%.

Trustee Hanzlik reminded the Board of the June 4 Sumer Soiree, the culminating ceremony of the 50th Anniversary celebrations. 35 tables are committed at \$160,000, to be included in the program. Additional sponsors are needed, and Trustee Hanzlik encouraged members to call either Cathy Lucas or John Burtness.

Carry-In Item: Governance. The Governance committee held its first meeting yesterday. It is preparing its work plan for the September Board meeting, which will include revision of the

Bylaws of the Board of MSU Denver. The committee will provide its recommendations to Board Secretary Martinez.

F. Faculty Trustee Report:

Faculty Trustee Kenn Bisio reported that Maymester begins on May 16-28. Many faculty members teach during the Maymester, and other faculty will be gone for the rest of the summer. A new HR Director, Joshua Mackey, begins May 9. Trustee Bisio explained that faculty receives summer letters, which are contract letters, but in the last five semesters, those contract letters have been late. This creates planning challenges for faculty members. He believes Mr. Mackey will work to alleviate the problem. Additionally, when faculty members teach during the Maymester, their first paycheck is sent on July 31/August. Vice President Kreidler is working to move that pay date up to June 30/July 1.

G. Alumni Report:

Alumni Trustee Judy George reported that the Alumni Association office is working closely with the Foundation office in planning a dinner meeting to be held May 23 for existing Alumni Association Board members. Discussions at the meeting will center around the future of the Alumni Association, recent events, internal staff buildup, and the role of current members. Ms. George said that it's hoped that a forum can be created in which concerns can be addressed and the relationship between the Foundation and University Advancement envisioned. Ms. George, John Burtness, Jim Milligan, and Jamie Hurst organized the meeting and the agenda includes a discussion of a rebuilding strategy for the Alumni Association, governance and structure, work product, and the responsibilities of Board members.

H. Faculty Senate Report:

Sheila Rucki, President, reported that Faculty Senate closed out its 2015-16 year. A written report was presented detailing its final actions. Elections for officers were held, and Matt Makley, Associate Professor of History, was elected as Faculty Senate president. Chairwoman Lucero and President Jordan thanked Dr. Rucki for her service and spirit of cooperativeness.

I. Student Government Report:

Amanda Pippitt was elected Student Delegate to the Student Advisory Committee to the Auraria Board. Ms. Pippitt introduced Daniel Day, who will represent SGA as Student Trustee.

Turnout for officer elections was lower than last year, and election results for the offices of president and vice president were contested; however, Elizabeth Milewski was elected President, and Cristian Solano-Cordova was elected Vice President.

Student Government honored Latino/a Graduates and Lavender Graduates with special stoles which they could wear to graduation ceremonies.

SGA completed its fifth bone marrow donation campaign and registered 128 students this year. There were five matches for bone marrow.

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

A. Office of Human Resources revised report of personnel actions for the Board's information which have occurred since the last Board meeting on April 8, 2016.

VIII. PUBLIC COMMENT:

Kylie Henson said that she is a full-time student and an employee in the President's Office. Ms. Henson said that due to her very full schedule, driving to school is her only practical transportation option. Ms. Henson asked Trustees to consider creating an option for students of either paying for a parking pass or paying for the \$97 RTD pass that students are currently required to pay, as part of their student fees.

Chair Lucero thanked Ms. Henson for her comments, and said that Trustee Berman will bring this to the attention of the AHEC Board. Chair Lucero noted that AHEC's contractual obligation with RTD requires the enrollment of all students.

Aaron Futrell said that he is a student-employee who works in the Returning Students Center. Mr. Futrell also serves as a Student Senator in Student Government. He is a non-traditional student who credits Brother to Brother (B2B) with his success. Mr. Futrell has assisted B2B in securing grants to repurpose a garden, and in organizing retreats to increase leadership and networking opportunities. B2B correlates directly to the University's HSI goals. However, the space it operates in is far too small for this very active organization. Mr. Futrell asked the Board and administration to consider providing larger space for B2B in which it can hold meetings, conferences, and more successfully recruit members.

Ernest Sosano stated that he is a peer leader of the B2B program and a first-generation student. On three occasions, he said, he came close to dropping out. Many of the members in B2B have the same or similar stories. Mr. Sosano said that while B2B is housed in the Student Academic Success Center in the SSB, it is the only program without a designated space. This creates a challenge in creating the type of social environment needed to cultivate additional leaders. The program has been very successful, and 15 members graduated from the program who will also be graduating from college at the upcoming commencement ceremony. The peer leaders in B2B are active in community service, and in particular in Denver Public Schools mentorship. As part of the University's HSI initiative, Mr. Sosano requested that the Board and staff consider creating designated space for B2B within the Student Academic Success Center so that B2B leaders can continue to be cultivated and the program build its professional membership.

Chair Lucero thanked the speakers for their comments, and for their patience in waiting for the opportunity to speak at the meeting. She expressed the Board's appreciation for the B2B program and thanked the speakers for their commitment to the program. She also thanked Ms. Henson for her work on behalf of all students.

President Jordan expressed his appreciation of the Brother to Brother program and stated that he would be less than candid if he told the speakers that space isn't a big issue, but he said he will

look into finding a short-term solution in the SSB and try to work on space in the Student Academic Success Center as part of a long-term solution for the B2B program. President Jordan thanked the speakers for bringing the issue to his attention.

IX. ADJOURNMENT:

Chairwoman Lucero asked for a motion to adjourn the Board of Trustees meeting. Trustee Berman **moved** to adjourn, and Trustee Grogan **seconded** the motion. The motion was **unanimously approved** and the meeting officially adjourned at 12:13 p.m.

AGENDA ITEM: **Faculty Tenure Recommendations**

BACKGROUND:

The processes for the conferring of tenure has been concluded. Pursuant to §3.3 of the Trustees Policy Manual, the President has authority to recommend tenure approval to the Board of Trustees.

Recommendation for Early Tenure and Promotion to Associate Professor

Dr. Jennifer Bradford, Associate Professor of Criminal Justice and Criminology

Recommendation for Tenure upon Appointment

Dr. Chad Harris, Associate Dean, College of Professional Studies

RECOMMENDATION:

The President recommends Board of Trustees approval for the Faculty tenure recommendations.

AGENDA ITEM: 415(m) Plan Retirement Contribution

BACKGROUND: Pursuant to the Presidential Employment Agreement, the Board may make a retirement contribution to the Base Plan and Excess Plan during one or more of the optional one year contract renewals provided for in the agreement. The second optional one year contract renewal began on July 1, 2016, and no amount of retirement contribution is presently specified for the renewal period.

RECOMMENDATION:

A motion from the Board on this matter will be taken.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's approval which have occurred since the last Board Meeting on May 6, 2016.**

BACKGROUND: Report includes appointments of non-temporary faculty and administrators, and awards of tenure which require Board approval.

RECOMMENDATION: The President recommends Board of Trustee approval of the following personnel actions.

APPOINTMENTS

Mr. Jordan Price, Learning Spaces Specialist, Annual Salary: \$50,000 – Effective May 1, 2016.
(ADMINISTRATIVE)

Ms. Colleen Toomey, Equity Program Coordinator, Annual Salary: \$46,501 – Effective May 2, 2016. (ADMINISTRATIVE)

Ms. Leigh Eleazer, International Student Support Coordinator, Annual Salary: \$44,000 – Effective May 2, 2016. (ADMINISTRATIVE)

Ms. Yvonne Underhill, Office Manager, Annual Salary: \$44,888 – Effective May 2, 2016.
(ADMINISTRATIVE)

Ms. Jeanne Burkhart, Staff Psychologist, Annual Salary: \$65,500 – Effective May 13, 2016.
(ADMINISTRATIVE)

Ms. Jill Scott, Laboratory Coordinator, Annual Salary: \$50,000 – Effective May 16, 2016.
(ADMINISTRATIVE)

Ms. Ryland Dominguez, Instructional Technology Specialist, Annual Salary: \$50,000 – Effective May 16, 2016. (ADMINISTRATIVE)

Ms. Meishon Bell, Administrative Assistant, Annual Salary: \$39,000 – Effective June 1, 2016.
(ADMINISTRATIVE)

Ms. Rafaat Khalid, Student Employment Coordinator, Annual Salary: \$42,000 – Effective June 1, 2016. (ADMINISTRATIVE)

Ms. Stephanie Lowe, Academic Department Coordinator, Annual Salary: \$45,513 – Effective June 1, 2016 (ADMINISTRATIVE)

Mr. David Sharman, Learning Spaces Specialist, Annual Salary: \$50,000 – Effective June 1, 2016 (ADMINISTRATIVE)

Ms. Aubrey Winbigler, Tuition classification Officer and Admissions Processor, Annual Salary: \$41,309 – Effective June 6, 2016.

Ms. Samantha Dancis, Program Coordinator, TRIO High School Upward Bound, Annual Salary: 39,000 – Effective June 6, 2016. (ADMINISTRATIVE)

Ms. Lindsey Stewart, ITS Asset Manager, Annual Salary: \$87,000 – Effective June 6, 2016. (ADMINISTRATIVE)

Ms. Kimberly Spiering, Associate General Counsel, Annual Salary: \$135,166 – Effective June 27, 2016. (ADMINISTRATIVE)

Ms. Lindsey Campbell, Interim Web Application Specialist, Annual Salary: \$50,000 – Effective July 1, 2016. (ADMINISTRATIVE)

Mr. Eric Silva, Assistant Director, Annual Salary: \$50,000 – Effective July 5, 2016. (ADMINISTRATIVE)

Mr. James Ross, Coordinator of Placement Testing, Annual Salary: \$46,800 – Effective July 5, 2016. (ADMINISTRATIVE)

Ms. Yeneakal Alemayhu, Accounting Technician III, Annual Salary: \$41,268 – Effective July 5, 2016. (ADMINISTRATIVE)

Mr. Ned Hoewisch, Office Manager, Annual Salary: \$44,888 – Effective July 5, 2016. (ADMINISTRATIVE)

Ms. Jessica Moore, Art and Technology Support Staff, Annual Salary \$24,560 – Effective July 12, 2016. (ADMINISTRATIVE)

Dr. Chad Harris, Associate Dean, College of Professional Studies, Annual Salary \$118,000 – Effective July 18, 2016. (ADMINISTRATIVE)

Mr. Steven Patterson, Desktop Support Liaison, Annual Salary \$53,000 – Effective July 18, 2016. (ADMINISTRATIVE)

Ms. Kim Bernie, Graduate Student Outreach and Admissions Specialist, Annual Salary: \$41,309 – Effective July 18, 2016. (ADMINISTRATIVE)

Mr. Isaac Tubb, Undeclared/Exploratory—Academic Advisor and Retention Specialist, Annual Salary: \$46,501 – Effective July 18, 2016. (ADMINISTRATIVE)

Mr. Ian Creager, Director of Call Center, Annual Salary: \$63,000 – Effective July 25, 2016. (ADMINISTRATIVE)

Mr. Terrance Paape, Undeclared/Exploratory—Academic Advisor and Retention Specialist, Annual Salary: \$43,000 – Effective August 1st, 2016. (ADMINISTRATIVE)

Ms. Allison Morgan, Undeclared/Exploratory—Academic Advisor and Retention Specialist, Annual Salary: \$41,000 – Effective August 1, 2016. (ADMINISTRATIVE)

Ms. Claire Alfus, Administrative Services Assistant, Annual Salary: \$40,517 – Effective August 1, 2016. (ADMINISTRATIVE)

Mr. David Dickerson, Director—International Business Program, Annual Salary: \$122,556 – Effective August 15, 2016. (ADMINISTRATIVE)

Ms. Hannah Martin, Clinical Placement Manager, Annual Salary: \$44,000 – Effective August 15, 2016. (ADMINISTRATIVE)

Mr. Andrew Swanson, Accessibility Technology Specialist, Annual Salary: \$46,000 – Effective August 15, 2016. (ADMINISTRATIVE)

Ms. Caitlin Bauer, Student Services Specialist Marketing, Recruiting, Admissions & Advising, Annual Salary: \$41,000 – Effective August 15, 2016. (ADMINISTRATIVE)

Ms. Alisha Paige Mills, Student Services Specialist Advising, Retention & Alumni Services, Annual Salary: \$43,000 – Effective August 15, 2016. (ADMINISTRATIVE)

Ms. Rachel Lundstrom, Women's Studies Retention and Success Advisor, Annual Salary: \$41,500 – Effective August 15, 2016. (ADMINISTRATIVE)

Mr. Michael Maza, Assistant Director of Field Education, Annual Salary: \$58,000 – Effective August 15, 2016. (ADMINISTRATIVE)

Ms. Abigail Rolph, Interim Director of Media Relations, Annual Salary: \$48,000 – Effective August 22, 2016. (ADMINISTRATIVE)

Mr. Nahum Kisner, Director, TRIO High School Upward Bound, Annual Salary: \$69,500 – Effective August 31, 2016. (ADMINISTRATIVE)

Mr. Thad Spaulding, Deputy Director of Financial Aid, Annual Salary: \$75,500 – Effective September 1, 2016. (ADMINISTRATIVE)

Ms. Lauren Fox, Academic Advisor, Annual Salary: \$45,000 – Effective September 1, 2016. (ADMINISTRATIVE)

Mr. John Arnold, Associate Director of Videography & Production, Annual Salary: \$88,807 – Effective October 1, 2016. (ADMINISTRATIVE)

Dr. Robert Park, Director of the Advanced Manufacturing Sciences Institute, Annual Salary: \$140,000 – Effective October 1, 2016. (ADMINISTRATIVE)

Mr. Tyler Bachelder, Assistant Professor of Aerospace Engineering Science, Annual Salary: \$64,536.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Lissandra Baldan-Jenkins, Assistant Professor of Biology, Annual Salary: \$57,704.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Ms. Michelle Baum, Assistant Professor of Journalism, Annual Salary: \$53,686.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Henricus Bouwmeester, Assistant Professor of Math, Annual Salary: \$57,580.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Brendan Fry, Assistant Professor of Math, Annual Salary: \$57,580.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Mr. Steve Krizman, Assistant Professor of Journalism, Annual Salary: \$53,686.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Mr. Andrew Kuebeck, Assistant Professor of Art, Annual Salary: \$51,375.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Mr. Shawn Meek, Assistant Professor of Art, Annual Salary: \$54,906.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Odon Musimbi, Assistant Professor of Mechanical Engineering Technology, Annual Salary: \$74,475.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Joeeun Pak, Assistant Professor of Music, Annual Salary: \$51,625.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. David Parr, Assistant Professor of Earth and Atmospheric Sciences, Annual Salary: \$57,824.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Rachel Sinley, Assistant Professor of Nutrition, Annual Salary: \$65,014.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Eileen Starr, Assistant Professor of Social Work, Annual Salary: \$58,025.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Qiongqi Xiao, Assistant Professor of Finance, Annual Salary: \$103,022.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Mr. Patrick Griswold, Assistant Professor of Human Services, Annual Salary: \$55,617.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Daphne Simmonds, Assistant Professor of Computer Information Sciences, Annual Salary: \$94,846.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

APPOINTMENTS (Category II-Lecturer to Category I-Tenure-Tenure Track)

Ms. Emily Brower, Assistant Professor of Nursing, Annual Salary: \$65,014.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Ms. Mallory Brunel, Assistant Professor of Nursing, Annual Salary: \$65,014.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Kristin Danhoff, Assistant Professor of Social Work, Annual Salary: \$59,595.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Tara Hammar, Assistant Professor of Human Services, Annual Salary: \$55,617.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Ms. Rebbecca Nemec, Assistant Professor of Nursing, Annual Salary: \$64,014.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

Dr. Bobbie Kite, Assistant Professor of Health Professions (HCM/MHA), Annual Salary: \$82,706.00 - Effective August 1, 2016 (TENURE-TRACK FACULTY)

APPOINTMENTS (Administrator) to (Category I-Tenure-Tenure Track)

Ms. Alysyn Middleton, Lecturer of First Year Success, Annual Salary: \$84,561.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Susie Ryder, Lecturer of Social Work, Annual Salary: \$60,234.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

RECOMMENDATION FOR EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Dr. Jennifer Bradford, Associate Professor of Criminal Justice and Criminology

RECOMMENDATION FOR TENURE UPON APPOINTMENT

Dr. Chad Harris, Associate Dean, Human Performance & Sport

AGENDA ITEM: Higher Learning Commission University Accreditation

BACKGROUND:

MSU Denver is accredited by the Higher Learning Commission (HLC), which is one of six regional institutional accreditors in the United States. Regional accreditation is important for a variety of reasons; perhaps the most important is that the Federal government will only send funds – think Pell Grants, Federal grant monies, etc. – to regionally accredited institutions of higher education. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes 19 states. MSU Denver was accredited initially in 1971 and was approved for continued accreditation in 1976, 1987, 1998 and 2007. MSU Denver, in seeking continued accreditation, will host HLC site reviewers April 10-11, 2017.

ANALYSIS:

In preparation for the April HLC site visit, we must submit an assurance argument to show that we have met their criteria. There are five criteria but many sub-parts. Below we list the criteria and provide a highlight or two of our argument. This document was written by many faculty and staff at the University; it represents the strengths we possess and areas where we are committed to making improvements.

In terms of timeline, in November of 2016, we will send our assurance argument to stakeholders in our community to solicit public comment. In December and January, we will update all the data points in the assurance argument with 2015-16 data (the latest available). It will be locked down on March 1, and the site visit is scheduled for April 10 and 11, 2017.

Every claim we make must be backed by evidence, typically via a link to a document in an accompanying evidence folder. It may be a screen shot of a web site or meeting minutes, published documents, etc. These are being collected now and will be added also in December and January.

We are soliciting names of people in our community that would be willing to read our assurance argument and provide comments in response.

1.A – Core Component 1.A

The institution's mission is broadly understood within the institution and guides the institution's operations.

[1.A.1] – The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

- The current role and mission statements were adopted by the MSU Denver Board of Trustees on April 5, 2006, with input from employee and student governance groups: Council of Administrators, Classified Staff Council, Faculty Senate and Student Government Assembly.
- The University's mission was updated with the establishment of master's degree programs and with the changing of the institution's name from Metropolitan State College of Denver to Metropolitan State University of Denver, following the granting of legislative authority to do so in April 2012.

[1.A.2] – MSU Denver's academic programs, support services and student profile reflect the University's mission.

- MSU Denver's statutory role of "providing comprehensive, baccalaureate and master's degrees" is demonstrated in the fact that the University offers more than 244 degree options in majors, minors, concentrations, certificates and licensures.
- To support the mission statement goal of preparing students for a multicultural, global and technological society, MSU Denver's General Studies program (2016-17 Undergraduate Catalog General Studies Requirements) has student-learning outcomes that require students – including transfer students – to complete one each of courses designated as global and multicultural.
- In 2013, MSU Denver's mission to "provide a high-quality, accessible, enriching education" was recognized and reinforced by the state of Colorado when its Commission on Higher Education, utilizing the newly passed House Bill 12-1155, approved the University's application to become the first baccalaureate-degree-granting institution in Colorado to provide remedial education to its marginally prepared students.
- The University's current student demographic for students of color is 37.1 percent undergraduate as listed in the Fall 2015 Student Profile and 21 percent graduate. The University has a higher head count of ethnically diverse students as well as ASSET students (defined in 1.C.2) than any other college or university in Colorado.

[1.A.3] – The institution's planning and budgeting priorities align with and support the mission.

- To determine its budgetary priorities, the University aligns internal budget requests with the core values expressed in the *MSU Denver Strategic Plan 2020 Refresh*. (See 1.A.2.) When the proposed budget is presented to the Board of Trustees, it clearly indicates the connection each new spending request has to those values (See 5.C.1.)

1.B. – Core Component 1.B.

The mission is articulated publicly.

[1.B.1] – The mission is clearly articulated and widely disseminated.

- The role and mission statements are widely available; they are in the 2016-17 Catalog: The University (undergraduate and graduate) the Trustees Policy Manual and stated verbatim in several locations on www.msudenver.edu, including the Academic and Student Affairs section. In addition, the University's 2015-16 Fact Sheet is constructed around values articulated in the role and mission statements: accessibility, diversity, affordability, an excellent education that is relevant and transformative, and community involvement.

[1.B.2] – The role and mission statements are current and explain the institution's emphases.

- While approved in 2006, the current role and mission statements were updated in the 2010-11 University Catalog: The College and Mission Statement when master's degrees were added and in 2012 when the Colorado legislature approved the institution's change from college to university status. MSU Denver's role and mission statements remain congruent with MSU Denver's statutory role.
- MSU Denver's demographics demonstrate the University's alignment with the role and mission statements' emphases on accessibility and diversity. The University reinforces these emphases with numerous activities and programs. (For more information, see Assurance Argument)

[1.B.3] – The mission document or documents identify the nature, scope and intended constituents of the higher-education programs and services the institution provides.

- The MSU Denver role and mission statements are in alignment with the University's statutory responsibilities. They define the institution as a "*comprehensive, baccalaureate- and master's- degree-granting urban university.*"

1.C – Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

[1.C.1] – The institution addresses its role in a multicultural society.

- MSU Denver not only firmly addresses its role in a multicultural society but also leads Colorado higher education in cultural inclusiveness.
 - The University's efforts were recognized in June of 2016 when it was named one of 10 Diversity Champion colleges and universities in the nation by *INSIGHT Into Diversity* magazine.
 - The University also won prestigious national Higher Education Excellence in Diversity (HEED) Awards in 2014 and 2015.
 - See Assurance Argument for additional awards.
- The University hosts and participates in numerous diversity-focused events that help establish MSU Denver as a frontrunner in diversity in higher education. See Assurance Argument.

[1.C.2] – The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- The University's student population mirrors the ethnic demographics of the state, with 37.1 percent of the undergraduate student body being students of color. Full-time faculty members who are ethnic minority total 22 percent.
- The associate to the president for diversity, who serves as director of the Office of Diversity and Inclusion, reports to the University's president and provides a proactive and balanced approach to meeting the institution's diversity goals
- The University is now well on its way to obtaining its designation of Hispanic Serving Institution (HSI).
 - Undergraduate Hispanic student enrollment has increased in *headcount* from 2,880 students (13.2 percent of the total student population) in Fall 2008 to 4,441 (22.1 percent of the total student population) in Fall 2015, an increase of 1,561 students in seven years if ASSET students who are Hispanic are counted (per DOE regulations ASSET students cannot be counted toward HSI designation). However, for Fall 2015 the *FTE* percentage was 20.3 percent, as opposed to the 22.1 percent of *headcount*, as our Hispanic students tend to take a lower CHP than the University average.

1.D – Core Component 1.D

The institution's mission demonstrates commitment to the public good.

[1.D.1] – Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

- The University, along with the actions and decisions previously mentioned, regularly applies for and receives grants in order to create and maintain programs that benefit Colorado and the region, most of which have an educational focus. (See Assurance Argument for a brief list of grants)

[1.D.2] – The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

- MSU Denver is a public university that has an independent Board of Trustees, appointed by the governor, and is approved by the Colorado Legislature as an autonomous university. With its focus on teaching and learning excellence, it supports only external interests that complement its educational mission. The University will continue this approach by investing its resources in its areas of strategic priority with a strong emphasis on student and academic success, the No. 1 theme in the *MSU Denver Strategic Plan 2020 Refresh*.

[1.D.3] – The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- Examples of MSU Denver's engagement with external organizations and the community at large are:

- Center for Visual Art (CVA)
- Hotel and Hospitality Learning Center (HLC)
- Project SOAR
- Aerospace and Engineering Sciences Building (AES)
- Volunteer Income Tax Assistance (VITA) Program
- Departments of Music and Theatre
- One World, One Water Center
- Auraria Health Center
- (See Assurance Argument for numerous additional examples)

1.S – Core Component 1 – Summary

Summary

MSU Denver proudly publishes its role and mission statements throughout its communications so that all its constituencies understand the vital role the statements play in the University's aspirations. The principles set forth in the statements guide MSU Denver as its system of shared governance assures they are embedded in all policies, regulations, procedures and processes. But the role and mission statements do more than provide direction for the University's operations. Given MSU Denver's modified open enrollment admission standards, these statements go to the very core of what makes the University unique and why its faculty and staff are so loyal. Not only is the institution a gateway of opportunity for many who would otherwise not have the chance to earn a college degree, it is also a leader, a game changer, in finding innovative ways to transform the lives of its students, their communities and even higher education itself. From its rigorous academic programming and its bold leadership in championing higher education for undocumented students, to its unique public/private partnerships that meet critical workforce needs and its commitment to improving the quality of life for all Coloradans, it is evident how MSU Denver lives its role and mission.

Possible Areas for Attention

- Attaining HSI status for MSU Denver remains one of the foremost goals of the University. That means meeting the 25% goal by 2018.
- The University can continually improve its dissemination of missional statements to the entirety of campus, specifically students and affiliate faculty.

2 – Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A – Core Component 2.A

The institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff.

- **Board of Trustees:** Responsible for the governance of the University, the board consists of nine members appointed by the governor and approved by the State Legislature and three elected, non-voting members who represent the faculty, the student body and the MSU Denver Alumni Association. The Trustees Policy Manual provides the trustees with guidance on the proper governance and oversight of the rules, regulations and standards set by the institution.
- **Faculty and Staff:** The Handbook for Professional Personnel and the State Personnel System Employee Handbook for classified employees are the faculty, administrator and staff guides on MSU Denver's employment practices.
- **Research:** MSU Denver is committed to protecting the rights and welfare of subjects in Human Research. The 13-page Human Research Protection Plan, signed by President Jordan in September 2014, describes the University's plan to comply with the legal and ethical requirements for the conduct and oversight of human research
- **Shared Governance:** In June 2015, the task force presented its Shared Governance Task Force Final Report outlining key recommendations, including: *establish a discourse of trust, prioritize communication, including revising the statement of shared governance to better reflect its meaning, increase opportunities for people's voices to be heard, study current governance structures, and increase access to the Board of Trustees and enhancing trustee engagement.*
- **Ombuds Office:** The University Ombuds Office (UOO) is an employee resource that promotes understanding of University policies and procedures and is committed to finding fair and equitable outcomes to conflicts and concerns

2.B – Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control and accreditation relationships.

- **Academic Program Information:** The msudenver.edu website contains a section that provides an interactive table of degree options in majors, minors, concentrations, certificates and licensures that community members and prospective students can easily navigate to view the programs offered by the University.

- **Degree Requirements:** Current and archived catalogs on the University catalog site explain the degree requirements and academic policies enforced for a given academic year.
- **Access to Faculty and Staff:** Each college/school has established minimum expectations for full-time faculty office hours when students may visit with their instructors to discuss course content, seek advising or otherwise engage in relevant discussion.
- **Costs to Students:** MSU Denver offers the lowest tuition out of Colorado's four other large, public universities. To retain students and help them graduate in a timely fashion, MSU Denver has a tuition window that sets one price for tuition between 12 and 18 credit hours. This financial information is available on MSU Denver's website. The University also has a robust Financial Aid department committed to assisting students with their financial needs throughout their time at MSU Denver.
- **Accreditation Relationships:** The University's accreditation relationships are published in the 2016-17 Catalog Accreditation and Approval (undergraduate and graduate).

2.C – Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

[2.C.1] – The governing board's deliberations reflect priorities to preserve and enhance the institution.

- Using its substantial administrative authority, the board monitors the University to be certain that it is performing at the highest possible level and institutes changes when necessary to achieve institution-wide goals. Examples of board actions include
 - The creation of a separate category of non-resident tuition for undocumented students who have graduated from a Colorado high school (see 1.C.2, Hispanic Serving Institution)
 - The public/private partnership to construct the Hotel and Hospitality Learning Center
 - Approval to fill a critical workforce need in Colorado by constructing the Aerospace and Engineering Sciences Building to house the Institute for Advanced Manufacturing

[2.C.2] – The governing board reviews and considers the reasonable and relevant interest of the institution's internal and external constituencies during its decision-making deliberations.

- The dates of the meetings of the board's three standing committees – Academic and Student Affairs, Finance and Board Governance – are published on the trustees' website. These meetings are open to the public. By holding meetings directly in accordance with Colorado's Open Meetings law, external constituencies are provided ample ability for contribution.

- The elected Faculty Senate, Student Government Assembly and Alumni Association trustees represent their respective constituencies in board discussions. Beyond these nonvoting trustees, the board expects the participation of faculty, students and staff in its decision-making process and so encourages a broad exchange of information and ideas.
- To facilitate this exchange, the board looks to the University president as its primary liaison with the University constituencies. To be effective in this role, President Jordan has established avenues for consultation and recommendation by faculty, students and staff regarding policy matters considered by the board. A few examples of these avenue are:
 - President's Cabinet
 - Student Government Assembly
 - Budget Task Force
 - Faculty Senate

[2.C.3] – The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

- The board members a held by the conflict-of-interest policy as articulated in the Trustee Policy Manual (p.9).
- The policy lays out the liability for abuse of trust. Each trustee is required to inform the board of any interests that could be a conflict with their official duties and to file an annual financial report that outlines their business interests.

[2.C.4] – The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- The president of the University, has general authority and responsibility for administering the University and is responsible for keeping the board informed of all facets of its operation in a timely and appropriate manner.
 - This administration includes, but is not limited to, the following examples:
 - The proposal of University budget (via Budget Task Force)
 - Power over professional personnel as defined in the Handbook for Professional Personnel.
 - Academic planning and approval of curricular items (completed in tandem with the Provost)
 - Approval of internal operational policies.

2.D – Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

- **Trustees:** The University's commitment is affirmed in the *Trustees Policy Manual* (p. 43): The board “*endorses the principle of academic freedom, which means the freedom to fully discuss academic subjects; engage in research and publish the results of*

research; and write or speak as citizens without fear of institutional censorship or discipline, provided that individuals do not represent themselves as writing or speaking for the University.”

- **Faculty and Staff:** Academic freedom is one of the seven interrelated principles within the Handbook for Professional Personnel (p.2) to which faculty and staff members aspire; the others are communication, valuing all employees, democratic workplace, management excellence, diversity and management innovation.
- **Faculty Senate:** MSU Denver’s Faculty Senate has a strong *Statement on Academic Freedom* on its website.
- **Students:** The *2016-17 Catalog Student Code of Conduct* (undergraduate and graduate) defines the University’s rules and regulations for student conduct regarding academic freedom and the disciplinary sanctions to which a student would be subject if said rules and regulations are broken.

2.E – Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff members.

[2.E.1] – The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice by its faculty, staff, and students.

- The University’s Human Subjects Protection Program (HSPP) is the administrative unit that oversees the Institutional Review Board (IRB) to ensure compliance with all regulations and standards. The HSPP provides resources and administrative support to MSU Denver researchers and manages the IRB website, a comprehensive compilation of all the procedures, policies and guidelines that researchers and reviewers must follow.
- The *Research Misconduct Policy and Procedures* [document](#) applies to all members of the University community who are engaged in any research and includes definitions of misconduct, filing complaints, the investigation process, notifications and reporting obligations, outcomes and record retention. It is published on the Academic Affairs website.
- Other services that support the research effort at MSU Denver include, but are not limited to, the following examples:
 - Undergraduate Research Program (located within the Applied Learning Center)
 - Graduate Research Program
 - Center for Faculty Excellence (provides workshops, learning communities, mentoring and instructional consultation)

[2.E.2] – Students are offered guidance in the ethical use of information resources.

Undergraduate students learn and practice the ethical use of information resources through MSU Denver's General Studies curricula, which requires student-learning outcomes, each with its own rubric. These outcomes include:

- Use and document resources and evidence in an ethical manner.
- Demonstrate the ability to locate resources when information is needed.
- Evaluate the authenticity, validity and reliability of resources applied to a specific purpose.

Each graduate program has mechanisms in place to make sure graduate students have guidance in the ethical use of information resources. For example:

- Master of Social Work students take a 5000-level course that goes through the entire research proposal process with ethics as one of the content modules. At the 6000 level, students propose a piece of practice or program evaluation that they carry out in the spring semester. The proposals are reviewed by the program's Research and Ethics Committee.

[2.E.3] – The institution has and enforces policies on academic honesty and integrity.

- **Students:** One of the responsibilities listed in the *2016-17 Catalog Academic Responsibilities* section (undergraduate and graduate) is that students must "maintain academic ethics and academic honesty." In cases of student academic misconduct, faculty members make the determination of responsibility as the content-matter experts and can assign a grade sanction, including a permanent "F." They are expected to also file the incident with Student Conduct in the Dean of Students Office.
- **Faculty:** Chapter XV of the *Handbook for Professional Personnel* (p. 100) outlines the policies and procedures for termination of faculty and includes the following section: *Lists of specific unprofessional or unethical acts that would subject a faculty member to dismissal are inevitably incomplete or susceptible to overly broad or narrow interpretations. Therefore, faculty shall be guided by a common-sense interpretation and application of the general standards of professional conduct summarized in this section...*
- **Research:** All members of the University community engaged in research must adhere to the *Research Misconduct Policy and Procedures*. (See 2.E.1.)
- **Information Technology:** The University's IT security policies include the *Responsible Use of Information Technology Resources Policy* and *IT Security Policies on Academic Freedom, Confidentiality and Privacy*.

2.S – Core Component – Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

MSU Denver's adherence to the principle of shared governance has proven to be the foundation that confirms the University is honorable and accountable in its conduct. Through shared governance, the University has in place all the necessary components for assuring the integrity of its operations, the ethical and fair treatment of all members of the University community, compliance with laws and regulations and abidance of the precept of academic freedom. Shared governance drives the University's culture of communication, mutual respect and commitment to its role and mission — from its faculty and staff, through to its senior leadership and ultimately its governing board. MSU Denver students are given the knowledge, tools and mentorship they need to pursue their education successfully within this culture that so values its integrity.

Possible Areas for Attention

- None noted

3 – Teaching and Learning: Quality, Resources and Support

The institution provides high-quality education, wherever and however its offerings are delivered.

3.A – Core Component 3.A

The institution's degree programs are appropriate to higher education.

[3.A.1] – Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

- The *Curriculum Manual for Undergraduate Studies* and the *Graduate Curriculum Guidelines, Policy and Procedures Manual* document the governing policies and procedures for creating, modifying and discontinuing courses, certificates, degree programs and degree concentrations at MSU Denver.
- In addition to the review process for all curricular changes, every seven years the University schedules a program-review procedure for each academic program to evaluate enrollment data, retention and completion rates, staffing and facility needs, and assessment of student learning. An external review by an invited peer consultant in the field is included. Also, there is an annual assessment requirement for every program at MSU Denver. These assessments, based on learning outcomes, allow programs to update their programs regularly to support continuous improvement. (See 4.B.3.)
- Over 20 academic programs at MSU Denver hold a specialized accreditation. This external review ensures the currency, quality and appropriateness of these programs. (See 4.A.5 for a complete list.)
- Over a dozen programs have an advisory board to review the program's overall health and status, advise faculty on the general direction of the program, critically review the program's strategic plans, provide guidance regarding proficiencies needed when hiring

new faculty, identify potential sources of supplemental funding and help develop, maintain and innovate the curriculum.

[3.A.2] – The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, postgraduate and certificate programs.

- This section will be completed after the undergraduate outcomes and graduate outcomes are included in the catalog addendum.

[3.A.3] – The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements or any other modality).

- All courses offered by MSU Denver for transcript credit fall under the purview of department chairs, regardless of mode or location of delivery. Deans and department chairs are responsible for hiring appropriately qualified faculty and maintaining consistent content and rigor across all modes of delivery and in all locations. Department chairs are responsible for the evaluation of instruction and chairs and faculty are responsible for assessment of student learning.
- **Online and Hybrid Courses and Programs:** In addition to traditional classroom learning options, MSU Denver offers approximately 1,400 online and hybrid course sections, encompassing 250 unique online and 80 unique hybrid courses per semester
 - Based on the analysis of feedback from surveys of online faculty and students each fall and spring, the University has launched several initiatives to promote quality improvement for all online courses. These include:
 - an institutional course template developed in alignment with the Quality Matters rubric
 - the development of a second three-person instructional design team
 - the launch of an Online Faculty Commons virtual community of practice
 - updated instructional design and support processes
 - new training and professional development options, including Faculty Learning Communities (see 1.C.2) on the pedagogy of online learning as well as an advanced Quality Matters certification program.
 - To support the University’s initiative to increase the effectiveness and quality of its online programs, the position of Director of Online Programs was created.
- **Extended Campus:** MSU Denver’s Extended Campus (of which Metro South is a part) houses degree-completion courses, self-paced distance-learning [courses](#), the Alternative Teacher Licensure Program, the Colorado Center for Medical Laboratory Science post-baccalaureate program and [professional development courses](#) for Continuing Education Units.
 - Extended Campus hosted a Higher Learning Commission site visit in 2015. As detailed in the report, the pattern of operations at the locations appeared to be adequate and no further review or monitoring was necessary.

- **DIME Detroit:** In 2015, the state of Michigan affirmed MSU Denver's ability, as a public institution of higher education, to have a physical presence in Detroit at the Detroit Institute of Music Education (DIME). The University joined the State Authorization Reciprocity Agreement (SARA) to be authorized to deliver online courses in Michigan as well. In 2016, the Higher Learning Commission approved DIME as an additional location for MSU Denver. All instructional aspects are under the purview of the aforementioned academic quality standards at MSU Denver.
- **Center for Individualized Learning:** The center helps students design their own degrees through its Individualized Degree Program (IDP) and/or integrate their prior experience with their current education through the Prior Learning Assessment Program, among others. Key methods of assessment include the following:
 - national standardized tests, including: Advanced Placement Examinations (AP), College-Level Examination Program (CLEP), DSST/DANTES and International Baccalaureate (IB)
 - departmental credit by examination
 - portfolio assessment
 - military training and military occupational specialties (MOS) evaluated by the American Council on Education (ACE)
 - other training programs evaluated by the American Council on Education (ACE)

3.B – Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to its educational programs.

[3.B.1] – The general education program is appropriate to the mission, educational offerings and degree levels of the institution.

- MSU Denver's General Studies (GS) program, described in the *2016-17 Undergraduate Catalog General Studies Requirements*, has been the center of critical discussions and significant effort toward its improvement for the past two decades. In 1997, HLC evaluators determined that the student learning outcomes within GS were not clearly defined or publically available. The evaluators recommended that MSU Denver revise its GS program "so that the important skills and student-learning outcomes" would be "clearly delineated."
- HLC conducted a focused visit in October of 2010, followed by a monitoring report in the summer of 2012. The 2012 report revealed a "lack of sufficient progress" and MSU Denver was required to report again in 2014. That report earned commendation from the HLC, as they noted "substantial progress" in both the GS program itself and the assessment of student learning within the program.
- The University has continued to improve the GS program (see 3.B.2), and, as of 2016, the program is meeting the needs of the diverse student population. The new GS program is

anchored by Student Learning Outcomes (SLOs) that provide clear and concise standards for learning and assessment.

- See assurance argument for additional details regarding the accomplishments within General Studies at MSU Denver.

[3.B.2] – The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

- The catalog clearly and concisely states that the GS program's mission is to foster lifelong learning. Then, in the following section, Structure of General Studies, students are introduced to the coordinating philosophy that scaffolds the entire GS curriculum, expressed in three goals:
 - Develop intellectual and practical skills.
 - Explore essential knowledge, perspectives and methods in arts and humanities, history, social and behavioral sciences, and natural and physical sciences.
 - Understand the global interconnectedness of diverse individuals, communities and societies.
- Distinct SLOs are published within each of the nine general GS categories and support the three program goals. Students can find, embedded within the categories, the courses that will satisfy the given GS requirement.

[3.B.3] – Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

- Each academic program at MSU Denver has program goals and SLOs that relate to higher-education objectives such as establishing and enhancing critical thinking, information processing, decision-making and workplace competencies among students.
- Students engage in a variety of practical and theoretical skills and modes of inquiry. Consistent with University policies, program faculty determine the manner in which students obtain these skills. MSU Denver emphasizes collaboration between students and faculty in scholarship and creative work, and there are numerous opportunities for students to present these efforts.

[3.B.4] – The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

- Since the 1990s the University has required all baccalaureate students to complete a 3-credit **Multicultural Course requirement** (courses are listed in the *2016-17 Undergraduate Catalog Degree Requirements*) dedicated to understanding the multicultural nature of the United States.
- MSU Denver took advantage of the momentum dedicated to overhauling its GS program and created a **Global Diversity requirement**. (See the Global Diversity category in the *2016-17 Undergraduate Catalog General Studies Requirements*.)

- MSU Denver boasts numerous diversity-focused support services and events. These include, but are not limited to, the following:
 - Institute for Women's Studies and Services
 - Department of Africana Studies
 - Department of Chicana/o Studies
 - Office of International Student Services

[3.B.5] – The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. Scholarship and creative work are done by faculty and students.

- MSU Denver's primary objective of excellence in teaching and learning requires students to have ample opportunities for creative endeavors and research. Faculty model rigorous scholarship in academic programs that include elements designed to help students learn and practice scholarship appropriate to the discipline. Examples of these opportunities include, but are not limited to, the following:
 - Met Media
 - Department of Theatre
 - Department of Art
 - English Department
 - Student and Faculty Research (Undergraduate and Graduate Research Programs, faculty requirements for tenure)

3.C – Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

[3.C.1] – The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.

- In his 12 years at the helm, President Stephen Jordan has continually emphasized the importance of increasing the ratio of full-time faculty to affiliate faculty. This is illustrated in the *MSU Denver Strategic Plan 2020 Refresh*, where a metric under Goal Two of the Student and Academic Success Strategic Theme is to: “Achieve a 60 percent /40 percent full-time to affiliate faculty ratio across campus...”
- The baseline for FY13 is 57.63 percent full-time and 42.32 percent part-time. [will update as submission date approached]
- Faculty within departments determine the required qualifications for faculty in their area; changes to these stated qualifications must be approved by the Faculty Senate Academic Policies Committee and Faculty Senate. (See 3.C.2.)
- Participation in assessment of student learning is required by faculty as stated in the *Handbook for Professional Personnel*, p.39 and is considered in tenure and promotion decisions.

[3.C.2] – All instructors are appropriately qualified, including those in dual-credit, contractual and consortial programs.

- According to 2014-15 IPEDs data, terminal degrees are held by 62 percent of the University's full-time faculty and 16 percent of the part-time faculty. All of our graduate courses and programs are taught by faculty with terminal degrees or credentials approved by the program's external accrediting body.
- MSU Denver has three categories of faculty with established qualifications for each category used in recruitment and hiring practices. All faculty, including those teaching dual or concurrent enrollment courses, are held to the established qualifications (which differ by rank/field).

[3.C.3] – Instructors are evaluated regularly in accordance with established institutional policies and procedures.

- Policies pertaining to faculty evaluation are articulated in the *Handbook for Professional Personnel*, p.10-16
- The basis of full-time faculty evaluation is the professional portfolio, which enables faculty to provide evidence of their competence and professional achievement.
- Affiliate faculty evaluation and assessment is specified within the Handbook for Professional Personnel on p. 42. Department guidelines specify the protocols to follow for peer observations of affiliate faculty. Student Ratings of Instruction (SRIs) for courses taught by affiliate faculty are administered consistent with the practice for tenure-line faculty.

[3.C.4] – The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

- The Center for Faculty Excellence (CFE) plays a prominent role in supporting the professional development of MSU Denver faculty. Please see the Assurance Argument for detailed information regarding the responsibilities of this center.
- Additionally, the University's three colleges and school have professional development funds available to support the professional development of faculty.

[3.C.5] – Instructors are accessible for student inquiry.

- Many students communicate with their instructors through the Blackboard online course management system or via email. Additionally, each college/school has established minimum expectations for full-time faculty office hours, when students may visit with their instructors to discuss course content, seek advising or otherwise engage in relevant discussion.

[3.C.6] – Staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities are appropriately qualified, trained and supported in their professional development.

- Given the broad array of services needed to meet the needs of the University's diverse student body, each functional unit has its own specific qualifications, training and support. For example, the staff working to attend to students' academic and personal

needs have different qualifications and requisite support than those working within the nuanced financial aid system to assist students with navigating their financial options.

- As part of its commitment to staff development, the University offers a variety of programs designed to help staff achieve professional growth, including the annual Professional Development Conference, university-wide workshops and seminars and a tuition-aid program that allows employees to take MSU Denver courses to improve or enhance job skills at no cost. There is also a professional development fund through which employees may apply for reimbursement for educational activities relevant to their work at the University.

3.D – Core Component 3.D

The institution provides support for student learning and effective teaching.

[3.D.1] – The institution provides student support services suited to the needs of its student populations.

- MSU Denver utilizes its Office of Institutional Research to provide the University administration with a greater understanding of the demographics and cultural needs of the student population.
- The University employs several student services that directly align with the unique student population at MSU Denver. A few of these programs and initiatives are:
 - First Year Success (FYS)
 - Applied Learning Center
 - Office of International Studies
 - TRiO Student Support Services
 - Excel Programs (pre collegiate program)
 - Access Center
 - Hispanic Serving Institution (HSI) Initiative
 - Veteran and Military Student Services

[3.D.2] – The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

- Course-placement services: Before students can register, they must take assessment tests in writing and mathematics unless their ACT or SAT exam scores exempt them. Transfer students must take the tests unless they have successfully completed a college-preparatory or equivalent course. In addition to taking the assessment tests, first-time students must see an advisor in the Academic Advising Center (see 3.D.3) before being allowed to register.
- House Bill 12-1155, approved the University's application to become the first baccalaureate-degree-granting institution in Colorado to provide remedial education to its marginally prepared students.
- MSU Denver also offers extensive tutoring, supplemental instruction, and academic student support services that can be seen at length in the assurance argument.

[3.D.3] – The institution provides academic advising suited to its programs and the needs of its students.

- MSU Denver supports a centralized/decentralized Academic Advising (AA) Program. The AA Program is a decentralized program, not a physical space, through which students obtain assistance at various levels and at multiple locations. The Academic Advising Center (AA Center) is a physical space that consists of a centralized unit of trained academic advisors who specifically address the needs of undeclared/exploratory students and students changing majors.
- The University has added 26 professional advising positions since 2010, including 15 in 2015-16. Consistent with University policy, the salary for the positions are funded at 87 percent or more of salaries at comparable positions at comparable institutions. Sufficient resources have been provided for supplies, training and development.
- For additional information on how MSU Denver customizes its advising to its student population, see the Assurance Argument.

[3.D.4] – The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

- **Technology:** The ITS department consists of five functional units: Educational Technology Center, Application Services, Infrastructure Services, User Support Services and Business Services. ITS provides comprehensive technical support for all students, faculty and staff via a 24/7 hotline and walk-in support during regular business hours.
- The University provides 21 computer labs, 13 of which may be reserved by faculty for class use and eight of which are open labs for students use.
- Additional detail on how MSU Denver supports its students through technology is available in the Assurance Argument.
- **Facilities:** MSU Denver manages and maintains 277 learning spaces, including classrooms, computer labs, departmental labs and lecture halls. During the Spring 2015 semester, MSU Denver developed a comprehensive set of classroom technology guidelines and established a goal of updating all learning spaces on a seven-year cycle. Examples of how specific facilities have supported the need of academics are,
 - Kenneth King Academic & Performing Arts Center (tri-institutional)
 - Auraria Library services and research resources (tri-institutional)
 - Aerospace and Engineering Sciences (AES) Building (MSU Denver)
 - Hotel and Hospitality Learning Center (MSU Denver)

[3.D.5] – The institution provides to students guidance in the effective use of research and information resources.

- Students are encouraged from their first year of undergraduate study to participate in research. The Undergraduate Research Program provides resources for students pursuing grants or intending to present at the annual Undergraduate Research Conference. The University instituted a Graduate Research Program in Fall 2016. (See 3.B.5.)

3.E – Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

[3.E.1] – Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

- The office of Student Activities manages almost 150 **student organizations** with a range of interests from nonprofit and political to service and the performing arts.
- The Student Activities office also houses the student fee-funded **Student Travel Program** that provides funds for students to attend regional and national professional conferences or conventions.
- The University’s NCAA Division II **Roadrunner Athletics Program** is a competitive powerhouse in men’s and women’s basketball, soccer, tennis, track and field, baseball, softball, men’s cross country and women’s golf.
 - The recently opened \$24 million **Regency Athletic Complex at MSU Denver** is home to many of these aforementioned athletic programs.

[3.E.2] – The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose and economic development.

- In so many ways, MSU Denver goes beyond simply providing courses and conferring degrees. Here are a few examples of the range of opportunities and support provided for students.
 - The Honors Program
 - Human Services majors
 - Ethnography Lab for students
 - MSU Denver Undergraduate Research Event
 - Hospitality Learning Center

3.S – Core Component – Summary

The institution provides high-quality education, wherever and however its offerings are delivered.

Summary

The Strategic Themes and Strategic Pillars of the *MSU Denver Strategic Plan 2020 Refresh* exemplify an enriched educational environment through the use of research-based, best-practice, degree-completion strategies that include challenging classroom environments and experiences, engaging curricula and academic standards that both address unique and varied student needs while maintaining rigorous, academic integrity. Further, an enriched educational environment certainly includes civility, clarity, transparency, accountability and inclusivity all taking place in an atmosphere of mutual respect. MSU Denver embodies an enriched educational environment through the sheer diversity of offerings and programs for students, ranging from cultural

affiliations, to rigorous academic competitions to co-curricular programs that harness the expertise of the faculty and the intelligence and energy of MSU Denver students to address quality-of-life issues for Colorado communities.

Possible Area for Attention

- Continue to build constancy and quality in all online course offerings and programs.

4 – Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A – Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs

[4.A.1] – The institution maintains a practice of regular program reviews.

- MSU Denver manages and maintains a rigorous seven-year cycle of program reviews of **academic programs** facilitated by the University Program Review Committee (UPRC) and of **non-academic units** by the Academic and Student Affairs Unit Review Committee (ASAURC). The UPRC is composed primarily of faculty members and supported by the associate vice president for curriculum and academic effectiveness and the program manager.

[4.A.2] – The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

- MSU Denver values students' prior learning and has a **Prior Learning Assessment Program** through the Center for Individualized Learning. The University has multiple forms of credit for prior learning that is not reflected on an academic transcript from another accredited institution. These include,
 - College Level Examination Program (CLEP)
 - Advanced Placement (AP) and International Baccalaureate (IB)
 - DSST Standardized Examinations
 - Credit by Departmental Examination
 - Prior Learning Portfolio Assessment
 - Military Training
 - American Council on Education-Approved Credit
 - Internship Credit

[4.A.3] – The institution has policies that assure the quality of the credit it accepts in transfer.

- MSU Denver strives to ensure that incoming credits meet quality standards. The University's strict *Transfer Credits Guidelines* are listed within the Assurance Argument, however, a few examples are,
 - Transfer credit is accepted only for those classes in which a grade of "C-" or better is earned and in which class content is similar to that of course work offered at MSU Denver.
 - Students who transfer in a previous bachelor's degree will receive a block of 90 credit hours and be granted senior standing at the University.
 - A professional course-by-course evaluation of international transcripts is required using a professional transcript evaluation service such as World Education Services or Education Credential Evaluators.

[4.A.4] – The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual-credit programs. It assures that its dual-credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher-education curriculum.

- The broad participation of faculty in the oversight of academic standards is also ensured through Faculty Senate committees that review and make recommendations to the full senate regarding curriculum and standards. These committees are:
 - Undergraduate Curriculum Committee
 - Academic Policies Committee
 - General Studies Committee
 - Multicultural Review Committee
 - Graduate Council Curriculum Committee

[4.A.5] – The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

- An extensive list of all programs with specialized external accreditation is provided in the Assurance Argument, however, a few are provided below:
 - Association to Advance Collegiate Schools of Business (Accounting, Finance, Marketing, Management and Computer Information Systems)
 - Accreditation Board for Engineering and Technology (Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer Information Systems and Computer Sciences)
 - American Chemical Society (Chemistry)
 - Council on Social Work Education (Social Work)
 - National Association of Schools of Music (Music)

[4.A.6] – The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to

advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

- Several examples of this evaluation are,
 - CSO Research's Outcomes Survey®
 - Post-Graduate Achievement Report
 - Department-level evaluations
 - The Department Nursing surveys graduates and employers as required by their national accreditation.
 - All graduating seniors in the Engineering Technology programs are surveyed based on their national accreditation outcomes.
 - The Department of Nutrition conducts senior and postgraduate surveys as well as a survey that asks post-baccalaureate internship directors to evaluate MSU Denver graduates.
- Another way departments evaluate the success of their graduates is by tracking pass rates for licensing or certification exams. For instance, national licensing exam pass rates are tracked for nursing graduates.

4.B – Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

[4.B.1] – The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

- Following five years of work by the General Studies Task Force (GSTF) and the Outcomes Work Group to integrate the undergraduate curriculum, the Undergraduate Outcomes Task Force (UOTF) was formed in Fall 2015. The results of a public survey that fall, which included 539 participants, led the UOTF to develop five (SLOs) that are integrally tied to the University's mission and to the MSU Denver Strategic Plan 2020 Refresh. These undergraduate outcomes were approved by MSU Denver's Faculty Senate in the fall of 2016. The five Student Learning Outcomes, as listed on the Undergraduate Outcomes webpage are:
 - **Critical and Creative Thinking** – Determine lucid and innovative solutions by using complex cognitive skills such as analyzing evidence, applying the scientific method, making judgments, and reaching decisions.
 - **Quantitative and Qualitative Reasoning** – Understand and work comfortably with numbers, data, mathematical concepts, written descriptions, observations, various sources of information, and conceptual contexts.
 - **Ethics and Professionalism** – Recognize, articulate, and apply ethical principles in various academic, civic, social, or personal contexts in order to promote the common good among local communities and global society.

- **Communication and Collaboration** – Work with others to realize shared goals and effectively communicate verbally and in writing with diverse audiences, in different settings, and through various media.
- **Resilience and Perseverance** – Navigate obstacles in order to face adversity, take on new challenges, and reach goals.

[4.B.2] - The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

- **General Studies Assessment:** The three goals of the GS program are supported by a set of SLOs and measurements developed by the GSTF. These outcomes are addressed by courses in one or more of nine distinct categories (see 3.B.2), each with a *Draft Rubric*. Many programs have found the process to be useful and have made significant changes to either curriculum or pedagogy as a result. Examples of these changes can be found in the Assurance Argument.
- **Undergraduate Program Assessment:** All degree programs at MSU Denver are expected to annually assess student learning and submit reports to each department's dean, the AVP for curriculum and academic effectiveness and the director of assessment of student learning outcomes. As with GS assessment, many programs are using the assessment process to improve instruction. Examples of these changes can be found in the Assurance Argument.
- **Graduate Program Assessment:** MSU Denver's Graduate Council is developing overall outcomes for MSU Denver's graduate programs.
- **Specialized Accreditations:** Over 20 of the University's academic programs are accredited by specialized accreditation bodies. (See 4.A.5.) To maintain these accreditations, these programs have specific student learning outcomes and must demonstrate how well students achieve these outcomes as well as how we maintain continuous improvement in instruction.
- **Co-curricular Assessment:** All non-instructional programs and units submit assessment reports annually and are expected to use what they learn from the assessment cycle to shape programmatic efforts to enhance student learning or program improvement.

[4.B.3] – The institution uses the information gained from assessment to improve student learning.

- The director of assessment of student learning outcomes facilitates development of assessment plans for academic and other programs and assists faculty and staff with articulating desired SLOS and deciding the most appropriate ways to measure these outcomes. This position also assists with the intentional use of the findings generated from these measures to improve student learning and development.
- Examples of assessment use can be found in both 4.B.2 and 4.B.3 of the Assurance Argument

[4.B.4] – The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

- As MSU Denver's Handbook for Professional Personnel states, the work of assessment of student learning is part of the instructional responsibility of faculty. Also, each

instructional department has its own promotion and tenure guidelines and most require participation in assessment of student learning.

4.C – Core Component 4

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence and completion rates in its degree and certificate programs.

[4.C.1] – The institution has ambitious yet attainable goals for retention, persistence and completion.

- In 2015, the University developed its Strategic Enrollment Management Plan in partnership with the consulting firm SEM Works. This plan proposes retention goals that range from “modest” to “aspirational.” The Retention Task Force adopted the aspirational scenario and established the goal of improving undergraduate retention (measured as fall-to-fall retention) by 10 percentage points by 2020. Strategies that address retention, persistence, and completion include:
 - select and possibly acquire a retention management system (completed)
 - facilitate student transitions into and through the University via personal encounters, student success plan monitoring and early career assessments
 - leverage the success planning process to promote student exploration and connections
 - identify mechanisms for capturing student intentions upon initial enrollment and thereafter as intentions change

[4.C.2] – Retention, persistence, and completion data are collected and analyzed.

- The Office of Institutional Research (OIR) collects information pertaining to student retention and graduation rates and includes it in the annual MSU Denver Data Book. This information is distributed University-wide and to outside agencies and is available to the general public.

[4.C.3] – Units at the institution use retention and completion data to make improvements.

- Respondents to a survey administered to students who had ‘stopped out’ reported that academic reasons, including satisfaction with the overall quality of advising, were significant reasons for discontinuing enrollment. Based on the data collected, significant changes were made to the ways in which academic advising services. (See 3.D.3.)
- Additional examples are listed in the Assurance Argument.

[4.C.4] – The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

- MSU Denver actively engages in collecting and analyzing information on student retention, persistence and completion of programs. For example, the Business Intelligence Unit completed a study in 2016 that examined the impact of student

involvement in co-curricular activities on retention, GPA and graduation (finding a positive correlation between involvement and student success).

4.S – Core Component 4 – Summary

Summary

MSU Denver has achieved a University-wide culture of assessment and improvement based on the analysis of that assessment by creating significant, systemic policies and procedures over the last five years. These include 1) a reinvigorated General Studies program with Student Learning Outcomes and a definitive three-year assessment cycle, 2) a Transfer Student Success and Persistence Office, 3) an Academic Assessment Office, 4) the College Readiness Program 5) the hiring of a director for assessment of student learning outcomes and other actions to strengthen and improve the University's learning environment. These improvements are in addition to the programs that have been in place.

Possible Area for Attention

- Continue to build MSU Denver's culture of assessment and the use of assessment data to continuously improve instruction
- .

5 – Resources, Planning and Institutional Effectiveness

The institution's resources, structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings and respond to future challenges and opportunities. The institution plans for the future.

5.A – Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

[5.A.1] – The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

- MSU Denver's budgeting process allocates fiscal resources in amounts sufficient to support academic program delivery and support services with the necessary staffing patterns.
- The fiscal-year budget is built starting with a permanent base amount, adding an increment to cover merit increases, if instituted, and allocating additional base budget to departments/colleges/schools based on projected needs and alignment to the University's strategic goals and plan as defined in the *MSU Denver Strategic Plan 2020 Refresh*. (See 1.A.3).
- MSU Denver has maintained a policy of carefully protecting its fiscal assets and spending them strategically. The University has maintained a strong cash balance and

financial ratios during these past 10 years as a result of strategic and prudent spending and budgeting. Detailed financial examples of this claim are included in the Assurance Argument.

- Additionally, to ensure availability of funds for tenure-line faculty where they are the most needed, the Office of the Provost maintains the Faculty Vacant Pool Fund. When a tenure-line faculty position is vacated due to retirement or resignation, spending authority to fund the position reverts to the Faculty Vacant Pool rather than to the General Fund.
- MSU Denver has implemented several innovative projects to supplement state support and bring additional revenue to its operations. One of these projects is a public-private partnership (P3) with Sage Hospitality, a leading hospitality management firm, to build and operate the Hotel and Hospitality Learning Center (HLC).
- Support for physical and technological infrastructure is considered through the same budget process as outlined above. Allocation of new MSU Denver funds for these purposes is determined annually based on University priorities.

[5.A.2] – The institution’s resource-allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

- Key aspects of the budgeting process that help protect educational programs from elective resource allocations include the approval process through the Budget Task Force, which has both faculty and staff representatives to provide accountability to the budget process, the president and Board of Trustees.

[5.A.3] – The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources and opportunities.

- The process through which the *MSU Denver Strategic Plan 2020 Refresh* was developed ensures that the goals and strategies set forth in the plan can be achieved in light of current and anticipated University resources and opportunities. The strategic plan reflects the latest trends at MSU Denver and includes metrics to measure progress toward the stated goals.
- Since the adoption of the first iteration of the University’s five-year strategic plan in 2012, departments and academic units have been encouraged to create second-tier plans that align with the refined vision, mission, goals and strategies in the *strategic plan refresh*.

[5.A.4] – The institution’s staff in all areas are appropriately qualified and trained.

- The University has standards in place that ensure that candidates selected for employment are appropriately qualified. Hiring standards and procedures differ by job classification, and the Human Resources office facilitates hiring in all classifications. Human Resources, in partnership with the Equal Opportunity Office, provides *Search Committee Training and Guidelines* at the time of job posting to ensure that application review and applicant interviewing are consistent with posted qualifications. This training is required for all search committee members and hiring authorities and must be completed on an annual basis.

- The University has required HR Training (New Employee Orientation, ADA and Sexual Harassment) to help all new employees acclimate to their positions as well as orientation programs specific to full-time and affiliate faculty
- The University has professional development programs to help continuing faculty and staff further develop their knowledge and skills. Examples of these programs are included in the Assurance Argument.

[5.A.5] – The institution has a well-developed process in place for budgeting and for monitoring expense.

- **Budgeting:** As has been previously described, MSU Denver has an effective and collaborative budgeting process developed over many years. The process begins at the unit level and builds to the college/school, division and University levels, ultimately concluding with approval by the Board of Trustees of an internal budget that includes state appropriation.
- **Expense monitoring:** MSU Denver monitors its expenses in a variety of ways. The departments are given access and training to the University's financial system, and are responsible for monitoring their expenses for not only appropriateness and accuracy but also to ensure they are in line with their budget. A year-over-year variance analysis is done to ensure any significant changes are investigated and explained, and, if necessary, corrected. Accounting Services also prepares a monthly report that monitors the University's grant budgets.

5.B – Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

[5.B.1] – The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

- As provided by Colorado Revised Statute 23-54-102, the board has full authority and responsibility for the governance of the University.
- The board also reviews and approves the University's finances and budget and significant changes, including but not limited to, setting annual budget parameters, tuition rates, salary rates for professional personnel, financial aid, parameters for issuance of debt and other areas essential to the fiscal soundness of the University.
- The board reviews and approves academic and student issues, including but not limited to the addition of new academic requirements, programs, degrees, majors, minors, certificates, fees, significant changes in policies and other areas essential to the academic endeavor of the University and the welfare of its students.
- To remain current with pertinent issues internal and external to the University, the board is regularly updated by the president and receives reports from governance organizations such as the MSU Denver Foundation Board, Student Government Assembly, Faculty Senate, the Council of Chairs, Council of Administrators, Classified Staff Council, the MSU Denver Alumni Association and various department or program-focused industry advisory councils.

[5.B.2] – The institution has and employs policies and procedures to engage its internal constituencies – including its governing board, administration, faculty, staff and students – in the institution's governance.

- The Faculty Senate, Council of Administrators, Classified Staff Council and Student Government Assembly, each made up of elected members, and the Council of Chairs are all self-governed constituent groups that comprise the University's governance structure.
- The president of each of these constituent groups serves on the 22-member President's Cabinet, ensuring a representative voice in the recommendation of policies and procedures to the president. Other cabinet members include the vice presidents and additional high-level administrators and advisors.
- To address concerns raised in campus climate surveys about MSU Denver's decision-making process, the president formed the Shared Governance Task Force in Fall 2014; in June 2015, the task force presented its *Shared Governance Task Force Final Report* outlining key recommendations.

[5.B.3] – Administration, faculty, staff and students are involved in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

- **Curriculum:** As outlined in the *Curriculum Manual for Undergraduate Studies* [and the Graduate Curriculum Guidelines, Policy and Procedures Manual](#), curriculum proposals proceed through the department, college and University levels, based on the breadth of the curriculum. At every level, faculty decisions drive what moves forward. University-level curriculum is voted on and approved by Faculty Senate.
- **Student input:** The student voice is sought after and heard through many avenues at the University, including membership on:
 - the Faculty Senate Academic Policy Committee (nonvoting), this student is charged with considering student views with respect to policies relating to academic standards
 - the President’s Cabinet; held by the Student Government Assembly president

5.C. – Core Component 5.C

The institution engages in systematic and integrated planning.

[5.C.1] – The institution allocates its resources in alignment with its mission and priorities.

- As previously mentioned in 5.A.1, the development of the internal budget goes through a rigorous and thorough vetting process that begins at the college/school levels, through the divisions, to the Budget Task Force and onto the president before it is presented to the Board of Trustees for final approval.
- At each step, budget requests must show how they align with the goals in the *MSU Denver Strategic Plan 2020 Refresh*. When the proposed budget is presented to the board, it clearly indicates the connection each new spending request has to the core values contained in the strategic plan.

[5.C.2] – The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

- The provost and staff consult program-review findings and recommendations when reviewing initiatives proposed by the colleges/school and use them to guide recommendations regarding allocation of personnel and funding through the normal budgetary process.

[5.C.3] – The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

- Stakeholders involved in planning processes vary depending on the scope of the plan and may include faculty, staff, students, alumni, community leaders, employers and concerned citizens. For instance, when the institution began the strategic planning process, the University sought the input of community leaders as well as all of its internal constituencies through faculty and staff’s service on the strategic planning committee.

[5.C.4] – The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy and state support.

- MSU Denver continues to seek, sustain and grow innovative resources. Accordingly,
 - The Office of Sponsored Research and Programs is tasked with increasing public grants awarded and fee-for-service by 50 percent by 2020.
 - MSU Denver has successfully established several public-private partnerships (P3s) including:
 - HLC@Metro, Inc. (the Hotel and Hospitality Learning Center), which is provides monetary contributed to the MSU Denver Foundation for University support through its innovative funding ‘waterfall’ financed by customers staying at the Hotel.
 - Aerospace and Engineering Sciences Building, which will include an Advanced Manufacturing Institute.
 - Detroit Institute of Music Education (DIME) (see 3.A3)

[5.C.5] – Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization.

- The *MSU Denver Strategic Plan 2020 Refresh* provides a scope of the University that includes the past and present, as well as emerging issues and factors that might impact the University.
- The University retains one legislative liaison to monitor activity on the state and federal levels.
- In 2015, MSU Denver began the application of “big data” differently by modernizing information systems, access and reporting. The University launched a Business Intelligence unit to more quickly provide campus decision-makers with streamlined summaries of data so that they can easily convert this knowledge into informed action through robust analysis and communication.
- The Information Technology Strategic Oversight Committee (ITSOC) informs work on technology, and the *Strategic Enrollment Management Plan* guides the Enrollment Management and Academic Services unit. Extended Campus and the Online Program Council are working to develop an *Online Strategic Business Plan* for enhancing globalization of the campus and curriculum.

5.D. – Core Component 5.D

The institution works systematically to improve its performance.

[5.D.1] – The institution develops and documents evidence of performance in its operations.

- In the *MSU Denver Strategic Plan 2020 Refresh*, there are five themes that include two to three goals each, and each goal has an action plan and metrics included so that the University community can gauge the progress being made.

- Each of the colleges as well as the school has its own assessment plan and process and the Provost's Assessment Committee (PAC) works with the director for assessment of student learning outcomes to oversee the University's assessment activities. This director maintains an inventory of all university assessment practices and prepares annual reports for senior leadership. (See 4.B.1.)

[5.D.2] – The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities and sustainability, overall and in its component parts.

- An example of this improvement is clearly displayed in the University's recent work towards increasing its student enrollment.
- In July 2014, MSU Denver engaged Hanover Research to survey former MSU Denver students to determine the reasons they discontinued enrollment. Reasons included financial barriers, difficulties balancing work, family and school, the quality of academic advising and the availability of courses. The University formulated a plan to improve academic and financial aid advising, the two main factors for student departures.
 - As a response to this information, MSU Denver hired over 30 new academic advisors to provide student support across campus.

5S – Core Component 5 – Summary

The institution's resources, structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings and respond to future challenges and opportunities. The institution plans for the future.

Summary

MSU Denver has in place structures and processes for maintain stability while also growing its resources – financial, human, technological and infrastructure – to achieve its mission to *“provide a high-quality, accessible, enriching education that prepares students for successful careers, postgraduate education and lifelong learning in a multicultural, global and technological society.”* The University is vigilant in its responsibility to assess, revise and improve these structures and processes in order to ensure the success of its students. The financial condition of the University has improved through long-range planning and innovative and entrepreneurial partnerships that benefit its students and the community at large.

Possible Areas for Attention

- Continue to implement policies and procedures that ensure alignment between the University's assessment of student learning and evaluation with our planning and budgeting.
- The University can continue to document how it “closes the loop” and ensure that it is reflective on its recent changes, and document the effects of its innovative practices.

AGENDA ITEM: Fiscal Year 2016-17 Budget Revision

BACKGROUND:

In May 2016, the Board of Trustees approved the phase I initial base budget increase of \$3,308,831. This amount included a tuition increase of 9% as well as an enrollment shortfall of 6% and only covered mandatory costs.

However, through several focused initiatives, the University has been able to positively impact enrollment. As of August 19, 2016, it is anticipated that the resident undergraduate student enrollment will be flat. The Budget Task Force has recommended allocating the additional \$5,180,226 per the following information.

FISCAL ANALYSIS:

Educational and General-E&G

Additional E&G Revenue:

The Fiscal Year 2016-17 phase II operating revenue estimates have been developed considering the following assumptions:

- A flat enrollment for undergraduate resident students.
- A conservative 3% decrease for undergraduate non-resident students.

Revenue	Phase I	Add'l Rev	Phase II
Tuition Revenue	102,050,001	5,180,226	107,230,227
State Support	51,415,001		51,415,001
Other Than Tuition Revenue	6,338,663		6,338,663
Subtotal E&G Revenue	159,803,665	5,180,226	164,983,891
Business Enterprises	33,830,334		33,830,334
Total Operating Budget	193,633,999	5,180,226	198,814,225

Proposed Additional E&G allocations:

- Investment in the University's Talent Resource-\$2,865,081:
 - Total Faculty compensation increases= \$2,112,135
 - 2% across the board increase for full time and part time faculty, effective October 2016.
 - Establish tiers for the faculty CUPA comparison minimum based on years of services and ranging from 93% to 99% of the average.

- Increase Health Insurance premium employer contribution to 70% from 65% starting January 2017.
- Total Administrator compensation increases= \$752,946
 - 2% across the board increase effective October 2016.
 - Increase minimum to 90% of CUPA comparison average from 87%.
 - Increase Health Insurance premium employer contribution to 70% from 65% starting January 2017.
- Classified one-time stipend of \$1,600 for a total estimated \$300K
- Additional Investments in University's Strategic Plan-\$2,315,145:
 - Student and Academic Success= \$526,060
 - Community Engagement and Regional Stewardship=\$86,496
 - University Culture=\$417,826
 - University Resources=\$923,163
 - Telling MSU Denver Story=\$261,600
- Compliance expenses for Fair Labor Standard Act (FLSA) of \$100,000

AUTHORITY:

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

RECOMMENDATION:

The Finance Committee recommends Board of Trustees approve of the Fiscal Year 2016-17 Budget Revision.

Metropolitan State University of Denver
FY16-17 Estimated Educational and General Budget
BTF Recommended Budget

Strategic Plan Themes						BTF Recommended Base Allocation	
Student & Academic Success	Community Engagement & University Culture	University Resources	Telling the MSU Denver Story	FTE			
Institution-wide Compensation							
FT Faculty Salary Adjustment						1,423,456	
Part-time Faculty Salary Adjustment						234,287	
Administrator Salary Adjustment						669,941	
Summer & Vacant						221,549	
Benefit Premium Split						315,848	
Total Institution-wide Compensation						-	2,865,081
Institution-wide and Compliance							
New Federal Fair Labor Standard Act (FLSA)						100,000	
Replenish Institutional Reserves (to \$1 million)						555,163	
Total Institution-wide and Compliance Requests						-	655,163.00
Major Initiatives Budget Requests							
New Colleges, Schools, & Institutes							
AMI Director (E964)					1.00	130,000	
AMI Administrative Assistant					1.00	60,000	
AMI OCE						27,000	
Total Major Initiatives						2.00	217,000
Division Requests:							
Academic & Student Affairs (ASA)							
Upgrades/ adjustments					0.50	129,527	
Admissions and Student Information Systems Processor					1.00	57,000	
VOIP Support Person					1.00	81,900	
Student Conduct Coordinator						28,575	
Admin Assistant Writing Program - Freshman Comp					1.00	56,700	
Lab Assistant (ETS/MET)					1.00	58,900	
Front Desk Manager, Academic Advising					1.00	55,000	
Educational Outreach Specialist					1.00	55,000	
STEM Career Specialist--Career Services, CLAS, CPS					1.00	26,460	
Category II Faculty - Post-Doctoral Teaching Fellows					2.00	138,600	
Server / Storage / Datacenter replacement						200,000	
Total Academic & Student Affairs Requests						9.50	887,662
Administration, Finance, & Facilities (AFF)							
University Contract Compliance Support					1.00	60,024	
Business Intelligence Specialist					1.00	61,100	
OSRP data assessment and evaluator					1.00	61,100	
Budget Analyst					1.00	86,496	
Total AFF Requests						4.00	268,720
President's Office (PRS)							
Athletics Travel, Material & Supplies						198,000	
Web position (salary of \$50K)					1.00	63,600	
Total President's Office Base Requests						1.00	261,600
University Advancement							
Expanding activities to meet engagement & gift metrics						25,000	
Total University Advancement Base Requests						-	25,000
Total Budget Requests						16.50	5,180,226

FY 16/17 MSU Denver New Budget Priorities

Sorted By **Strategic Plan Themes**

I	Student and Academic Success	Additional Alignment	
Champion: Provost Vicki Golich			
Goal 1	MSU Denver strategically grows enrollment in support of student success and in response to market demand, consistent with Colorado's 2025 college completion goal.		
	1 AMI Director (E964)	130,000	Theme I Goal 2 / Theme II Goals 1&2 / Theme III & IV
	2 AMI Administrative Assistant	60,000	Theme I Goal 2 / Theme II Goals 1&2 / Theme III & IV
	3 AMI OCE	27,000	Theme I Goal 2 / Theme II Goals 1&2 / Theme III & IV
		\$ 217,000	
Goal 2	MSU Denver enhances student success through relevant curriculum and targeted student support services and programmatic innovation.		
	1 Admissions and Student Information Systems Processor	57,000	
	2 Admin Assistant III Writing Program - Freshman Comp (ENG)	56,700	
	3 Lab Assistant (ETS/MET)	58,900	
	4 Front Desk Manager, Academic Advising	55,000	
		\$ 227,600	
Goal 3	MSU Denver graduates are civic-minded and ready to meet career and/or graduate school expectations.		
	1 Educational Outreach Specialist	55,000	Theme V Goal 1 / Theme I Goal 1
	2 STEM Career Specialist--Career Services, CLAS, CPS	26,460	Theme I Goals 1&2
		\$ 81,460	
General			
	1 FT Faculty Salary Adjustment	1,423,455.77	
	2 Part-time Faculty Salary Adjustment	234,287.00	
	3 Administrator Salary Adjustment	669,941.00	
	4 Summer & Vacant	221,549.00	
	5 70/30 Benefit Premium Split	315,848.00	
		\$ 2,865,081	
Student and Academic Success Total New Funding		\$ 3,391,141	65.5%

FY 16/17 MSU Denver New Budget Priorities

Sorted By **Strategic Plan Themes**

II Community Engagement and Regional Stewardship

Champions: Vice President of Administration, Facilities and Finance Steve Kreidler, Vice President of Advancement John Burtness, Chief of Staff/Associate to the President for Marketing and Communications Cathy Lucas

Goal 1 MSU Denver is sought after by Colorado's public, private and nonprofit sectors as a partner in addressing and solving community problems.

1 Budget Analyst

86,496

\$ 86,496

Community Engagement and Regional Stewardship Total New Funding

\$ 86,496

1.7%

III University Culture

Champions: Vice President of Administration, Facilities and Finance Steve Kreidler, Chief Diversity Officer Myron Anderson, EEO Director Percy Morehouse, General Counsel Loretta Martinez

Goal 2 MSU Denver faculty, staff and students feel valued and engaged in an environment of empowerment, trust, inclusion and fairness.

1 Upgrades/ adjustments

129,527

\$ 129,527

Theme III Goal 1

Goal 3 MSU Denver has quality faculty and professional staff who support student success by providing user-friendly, high value experiences and co- and extra-curricular activities.

1 Student Conduct Coordinator (TRANSITION TO GENERAL FUND)

28,575

2 Category II Faculty - Post-Doctoral Teaching Fellows

138,600

Theme I Goal 2

3 University Contract Compliance Support

60,024

Theme III Goal 1

4 Business Intelligence Specialist

61,100

\$ 288,299

University Culture Total New Funding

\$ 417,826

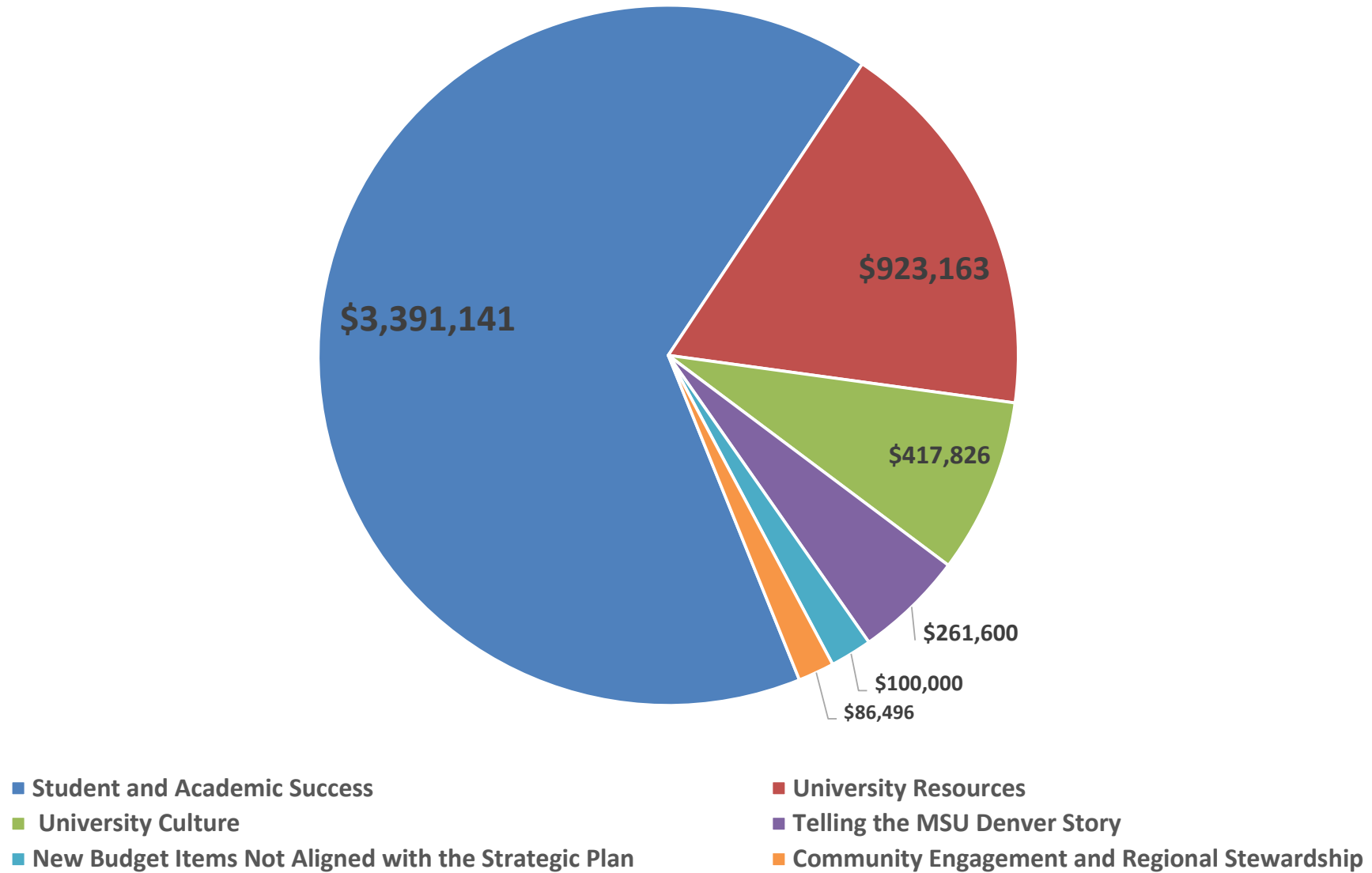
8.1%

FY 16/17 MSU Denver New Budget Priorities

Sorted By Strategic Plan Themes

IV University Resources					
Champions: Vice President of Administration, Facilities and Finance Steve Kreidler, Vice President of Advancement John Burtress					
Goal 1 MSU Denver is recognized for responsible stewardship of university resources by its peers and the greater community.					
1	VOIP Support Person	81,900			
2	Server / Storage / Datacenter replacement	200,000		Theme III Goal 1	
3	OSRP data assessment and evaluator	61,100			
2	Replenish Institutional Reserves (to \$1 million)	555,163			
		\$	898,163		
Goal 3 MSU Denver continues to seek, sustain and grow innovative resources for the University.					
1	Expanding activities & solicitations to meet engagement & gift metrics	25,000		Theme V	
		\$	25,000		
<i>University Resources Total New Funding</i>				<u>\$</u>	<u>923,163</u> 17.8%
V Telling the MSU Denver Story					
Champion: Chief of Staff/Associate to President for Marketing and Communication, Cathy Lucas					
Goal 1 MSU Denver is regionally and nationally recognized as a high-quality university that contributes to the success of our students and to the growth of our state and local economies.					
1	Athletics Travel, Material and Supplies	198,000		Theme III Goal 3, Theme I Goal 2, Theme V Goal2	
		\$	198,000		
Goal 2 MSU Denver has an authentic and clear brand that is easily recognized and understood by all our stakeholders.					
1	Web position (salary of \$50K)	63,600		Theme III Goal 1	
		\$	63,600		
<i>Telling the MSU Denver Story Total New Funding</i>				<u>\$</u>	<u>261,600</u> 5.0%
Total New Budget Investments Aligned with "A 2020 Vision 2015-2020 Strategic Plan"				<u>\$</u>	<u>5,080,226</u> 98.1%
New Budget Items Not Aligned with the Strategic Plan					
1	New Federal Fair Labor Standard Act (FLSA)	\$	100,000		
<i>Total Non-Strategic New Budget Items</i>				<u>\$</u>	<u>100,000</u> 1.9%
Total New Budget Allocation Recommendation				<u>\$</u>	<u>5,180,226</u> 100.0%

Alignment with Strategic Plan



AGENDA ITEM: **Amendment to Memorandum of Understanding by and among Metropolitan State College of Denver, Metropolitan State College of Denver Foundation, Inc., Metropolitan State College of Denver Roadrunner Recovery and Reinvestment Act Finance Authority and HLC@Metro, Inc., relating to the Hotel and Hospitality Learning Center**

BACKGROUND:

The organizations entered into original agreement in February, 2011. The purpose of the agreement was to ensure prudent management of the hotel and maximization of revenues, outline the Foundation's role in raising money for the hotel project, describe the expected flow of funds generated by hotel operations and define the Foundation's use and management of funds received from hotel operations.

A committee was established to review the HLC MOU, recommend changes to the three boards and draft an amended MOU. The committee members were Ron Tilton, Treasurer of MSU Denver Foundation, Inc. Board of Directors, Loretta Martinez, member of the HLC@Metro, Inc. Board of Directors and MSU Denver General Counsel and Secretary to the Board of Trustees, Nate Grimm, HLC@Metro, Inc. Financial Manager and Steve DeVisser, Chief Financial Officer of MSU Denver Foundation, Inc.

The committee developed an amendment to the agreement and it was reviewed by Fred Marienthal of Kutak Rock, Bond Counsel for MSU Denver. The draft amendment was approved by the MSU Denver Foundation Board on July 13, 2016 and by the HLC@Metro, Inc. Board on August 24, 2016.

ANALYSIS:

The primary changes to the draft amendment are:

1. **Original Agreement:** "the Foundation may expend a portion of the [funds it receives] or investment returns on such funds so long as no less than two years' worth of annual estimated debt service remains available."

Proposed Amendment: "the Foundation may expend the funds distributed from the operating revenues of HLC for the benefit of the University upon receiving such. Accordingly, there is no longer a requirement for the Foundation to maintain a reserve of an amount of no less than two years of annual estimated debt service."

2. Original Agreement: “Foundation assets derived from revenues received from the operations of the Hotel/HC may be subject to recall in years where the Foundation’s fundraising efforts fall short of the projected debt service contribution to make up any shortages.”

Proposed Amendment: “Foundation assets derived from revenues received from the operation of HLC are no longer subject to recall in years where the Foundation’s fundraising efforts fall short of the projected debt service contribution to make up any shortages.”

3. Original Agreement: “Hotel/HLC net operating revenues remaining after all expenses, reserves, and loans identified in the Loan and Trust Agreement have been paid or funded, shall be distributed to the Foundation.”

Proposed Amendment: “Effective with the year ending June 30, 2016, HLC shall distribute to the Foundation the balance in the Excess Revenue Fund as defined in the Official Statement. Such distribution shall be made within 90 days after the end of the fiscal year.”

4. Original Agreement: “the Foundation may use the funds distributed from the operating revenues of the Hotel/HLC to further the general academic objectives and priorities of the College as long as fifty (50%) percent of such funds are used for scholarships to defray the cost of education for Metro State students.”

Proposed Amendment: “the Foundation may use the funds distributed from the operating revenues of HLC to further the general academic objectives and priorities of the University. It is suggested that the Foundation use a substantial portion of the distributed funds for student scholarships. The parties hereby agree the Foundation may use such funds in any manner that is considered to provide the greatest support to the University as determined by the MSU Denver Foundation Board of Directors.”

5. Original Agreement: “some cash gifts received from the Hotel/HLC fundraising initiative will be restricted for the purposes other than for paying debt service but will still be valuable to the University and may defray current operating Hotel/HLC expenses in other areas. When notification of such potential gifts occurs, the Foundation and the University and Corporation will mutually determine the appropriate amount of credit that will be allocated to the Foundation’s total fundraising commitment relating to the Hotel/HLC.”

Proposed Amendment: “the parties hereby recognize there is increased likelihood that gifts received from Foundation fundraising efforts relating to the HLC will be restricted for purposes other than for paying debt service and that the appropriate amount of credit that will be allocated to the Foundation’s fundraising goal will increasingly be used for student support or to defray operating or capital expenses as related to HLC@Metro, Inc. or academic programs housed therein.”

The unmodified terms of the original agreement are:

Foundation Responsibilities:

- Identify, cultivate and solicit prospects for gifts
- Use best efforts to raise necessary funds for HLC estimated to be \$11.6 million – but no representations or assurances of anticipated success were given
- Track and disclose gifts pledged and received for the project

Foundation Assets:

- Current and future Foundation assets, other than those earmarked for the HLC, are protected in the event shortfalls occur in fundraising*

**If bond payments cannot be made by HLC@Metro, Inc., either due to lack of net operating revenues or Foundation fundraising shortfalls, the University shall cover shortfalls with loans that shall be repaid before Foundation receives HLC@Metro, Inc. net profits.*

RECOMMENDATION:

The Finance Committee and Foundation Board recommends Board of Trustees approval of the Amendment to Memorandum of Understanding by and among Metropolitan State College of Denver, Metropolitan State College of Denver Foundation, Inc., Metropolitan State College of Denver Roadrunner Recovery and Reinvestment Act Finance Authority and HLC@Metro, Inc., relating to the Hotel and Hospitality Learning Center

**AMENDMENT TO MEMORANDUM OF UNDERSTANDING BY AND AMONG
METROPOLITAN STATE COLLEGE OF DENVER FOUNDATION, INC., HLC @ METRO,
INC., METROPOLITAN STATE COLLEGE OF DENVER ROADRUNNER RECOVERY AND
REINVESTMENT ACT FINANCE AUTHORITY AND METROPOLITAN STATE COLLEGE
OF DENVER RELATING TO THE HOTEL AND HOSPITALITY LEARNING CENTER**

THIS AMENDMENT TO THE MEMORANDUM OF UNDERSTANDING RELATING TO THE HOTEL AND HOSPITALITY LEARNING CENTER (“Amendment”) is entered into by and between the **HLC@Metro, Inc. (“HLC”), Metropolitan State University of Denver (“University”), Metropolitan State University of Denver Foundation, Inc. (“Foundation”), and Metropolitan State University of Denver Roadrunner Recovery and Reinvestment Act Finance Authority (“Authority”).**

The parties entered into that certain Memorandum of Understanding dated February 2, 2011 (“MOU”) and the parties now desire to amend certain terms of the Original Agreement as more particularly set forth hereinafter.

- The Foundation may expend the funds distributed from the operating revenues of HLC for the benefit of the University upon receiving such. Accordingly, there is no longer a requirement for the Foundation to maintain a reserve of an amount of no less than two years of annual estimated debt service.
- Furthermore, Foundation assets derived from revenues received from the operations of HLC are no longer subject to recall in years where the Foundation’s fundraising efforts fall short of the projected debt service contribution to make up any shortages.
- Effective with the year ending June 30, 2016, HLC shall distribute to the Foundation the balance in the Excess Revenue Fund as defined in the *Official Statement*. Such distribution shall be made within 90 days after the end of each fiscal year.
- The Foundation may use the funds distributed from the operating revenues of HLC to further the general academic objectives and priorities of the University. It is suggested that the Foundation use a substantial portion of the distributed funds for student scholarships. The parties hereby agree that the Foundation may use such funds in any manner that is considered to provide the greatest support to the University as determined by the MSU Denver Foundation Board of Directors.
- The Original Agreement acknowledged that “some cash gifts received from the HLC fundraising initiative will be restricted for purposes other than for paying debt service but will still be valuable to the University and may defray current operating HLC expenses in other areas. When notification of such potential gifts occurs, the Foundation and the University and Corporation will mutually determine the appropriate amount of credit that will be allocated to the Foundation’s total fundraising commitment relating to the HLC.” The parties hereby recognize there is increased likelihood that gifts received from Foundation fundraising efforts relating to the HLC will be restricted for purposes other than for paying debt service and that the appropriate amount of credit that will be allocated to the Foundation’s fundraising goal of \$11.6 million will

increasingly be used for student support or to defray operating or capital expenses as related to HLC @ Metro, Inc. or academic programs housed therein.

Except as specifically modified and amended herein, all of the terms, provisions, requirements and specifications contained in the original MOU remain in full force and effect. Except as otherwise expressly provided herein, the parties do not intend to, and the execution of this Amendment shall not, impair the original MOU.

IN WITNESS WHEREOF, the parties have caused this Amendment to be executed by their duly authorized officers as of the day and date first above written.

Michelle Lucero, Chair
Metropolitan State University of Denver

Date: _____

James Mulligan, Chair
Metropolitan State University of Denver
Foundation, Inc.

Date: _____

Stephen M. Jordan, President
Metropolitan State University of Denver

Date: _____

John Burtress, President
Metropolitan State University of Denver
Foundation, Inc.

Date: _____

Steven Kreidler, President
HLC@Metro, Inc.

Date: _____

Loretta P. Martinez, Secretary/Treasurer
HLC@Metro, Inc.

Date: _____

Stephen M. Jordan, Chair/Director
Metropolitan State University of Denver
Roadrunner Recovery and Reinvestment Act
Finance Authority

Date: _____

_____, Vice Chair/Director
Metropolitan State University of Denver
Roadrunner Recovery and Reinvestment Act
Finance Authority

Date: _____

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's information, which have occurred since the last Board Meeting on Friday, May 6, 2016**

BACKGROUND: Report includes appointments of temporary faculty and administrators, resignations, leaves without pay, and transitional retirements, which are delegated to the President and do not require approval by the Board of Trustees.

APPOINTMENTS

Mr. Anthony Lai, Lecturer & Campus Manager of DIME, Annual Salary: \$54,999.00 - Effective May 9, 2016 (CATEGORY II FACULTY)

Ms. Megan Lawless, Elementary Education Lecturer, Annual Salary: \$49,252.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Susan Gills, Director of ISSP, Annual Salary: \$40,958.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Ashley Nason, Visiting Faculty of ART, Annual Salary: \$45,804.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Cherry Sophia, Lecturer of Chemistry, Annual Salary: \$60,119.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Jennifer Cappa, Lecturer of Biology, Annual Salary: \$50,655.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Mr. Chad Magee, Organic Chemistry Lab Instructor, Annual Salary: \$60,119.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Mr. Scott Szechenyi, Analytical Chemistry Lab Instructor, Annual Salary: \$57,113.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Carma Cook, Biochemistry Lab Lecturer, Annual Salary: \$60,119.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Trina Chambers, Alternative Licensure Program Lecturer, Annual Salary: \$53,845.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Shari Nolan, Alternative Licensure Program Lecturer, Annual Salary: \$26,923.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Amanda Campbell, Lecturer of Social Work, Annual Salary: \$60,324.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Tobi DeLong-Hamilton, Lecturer of Social Work, Annual Salary: \$50,270.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Darlene Sampson, Lecturer of Social Work, Annual Salary: \$60,324.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

APPOINTMENTS (Category III-Affiliate) to (Category II-Lecturer)

Ms. Kayoko Moore, Lecturer of Modern Languages, Annual Salary: \$46,506.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Mr. Richard Sandoval, Lecturer of Linguistic Anthropology, Annual Salary: \$49,061.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Dorothy Shapland, Lecturer of Early Childhood Education, Annual Salary: \$49,252.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Mr. Manuel Urrutia Zarso, Lecturer of First Year Success, Annual Salary: \$48,009.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Eron Reed, Alternative Licensure Program Lecturer, Annual Salary: \$60,000.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Eneri Rodriguez, Lecturer of Women's Studies, Annual Salary: \$47,252.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Mr. Anthony Giambusso, Lecturer of Philosophy, Annual Salary: \$23,008.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Erin Seedorf, Lecturer of Health Professions, Annual Salary: \$69,225.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Ann Obermann, Lecturer of Social Work, Annual Salary: \$50,270.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Debra Mathias, Lecturer of Nursing, Annual Salary: \$58,512.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Amy Cardillo, Lecturer of Accounting, Annual Salary: \$85,000.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Salim Lakhani, Lecturer of Math and Computer Science, Annual Salary: \$66,459.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Ms. Jessica Dorestant, Lecturer of Nutrition, Annual Salary: \$58,512.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

Mr. Kevin Hammons, Lecturer of Human Services, Annual Salary: \$24,980.00 - Effective August 1, 2016 (CATEGORY II FACULTY)

RESIGNATIONS

Ms. Corina Marin, Administrative Assistant III, Effective May 6, 2016. (Accepted position outside of University)

Mr. Bryan Hubain, Diversity Specialist, Effective May 31, 2016. (Accepted position outside of University)

Mr. Eriks Humeyumtewa, Associate Registrar, Effective May 31, 2016. (Personal Reasons)

Mr. Isaac Garcia, Coordinator of Transitioning Students, Effective June 15, 2016. (Accepted position outside of University)

Ms. Inkeo Khatiyavong, Accountant I, Effective June 15, 2016. (Personal reasons)

Ms. Laura Strohmingher Roth, Associate Dean for Student Engagement and Wellness, Effective June 17, 2016. (Accepted position outside of University)

Ms. Samantha Daniel, Academic Program Coordinator, Effective June 17, 2016. (Personal reasons)

Ms. Yvonne Underhill, Office Manager, Effective June 22, 2016. (Personal reasons)

Ms. Sonia Lujan, Short Term Loan and Scholarship Counselor, Effective June 28, 2016. (Personal reasons)

Ms. Perla Gheiler, Director of Strategic Initiatives and Outreach, Effective June 30, 2016. (Personal Reasons)

Ms. Kathy Gorham, Executive Assistant, Effective July 8, 2016. (Accepted position outside of University)

Mr. Christopher Weinkauf, System Engineer, Effective July 8, 2016. (Accepted position outside of University)

Mr. Sean Keller, Associate Director of Development, Effective July 15, 2016. (Personal reasons)

Ms. Elizabeth Schroeder, Coordination and Instruction Specialist, Effective July 19, 2016.
(Personal reasons)

Ms. Hannah Williams, International Admissions Counselor, Effective July 22, 2016. (Accepted job outside of University)

Ms. Rachel Green, Assistant Director of the LGBTQ Student Resource Center, Effective July 29, 2016. (Personal reasons)

Ms. Stacey DeFore, Director, Government Relations & University Events, Effective August 1, 2016. (Personal reasons)

Ms. Amanda Barrell, Academic and Special Projects Specialist, Effective August 11, 2016.
(Accepted position outside of University)

Ms. Yenyekael Alamayhu, Accounting Technician II, Effective August 15, 2016. (Personal reasons)

Mr. Shifeng Long, Senior Project Manager, Effective August 16, 2016. (Accepted position outside of University)

Ms. Andrea Sierra, Administrative Assistant III, Effective August 17, 2016. (Personal reasons)

Ms. Patty Hakala, Linux Systems Administrator, Effective August 26, 2016. (Accepted position outside of University)

Ms. Flora DeRobles, Graduation Evaluator, Effective August 26, 2016. (Personal reasons)

Ms. Jennie Stoutenburg, Accessibility Coordinator, Effective August 26, 2016. (Personal reasons)

Mr. Jason Dougherty, Lecturer of Music, Effective May 31, 2016. (Accepted position outside of University)

Ms. Barbara Mckenzie, Associate Professor of Special Education, Effective May, 31 2016.
(Personal Reasons)

Ms. April Rhymaun, Lecturer of Nursing, Effective May 31, 2016. (Accepted position outside of University)

Ms. Erin Bissell, Lecturer of Biology, Effective May 31, 2016. (One year contract ended)

Ms. Caroline Cabrera, Lecturer of English, Effective May 31, 2016. (One year contract ended)

Ms. Cynthia Erickson, Lecturer of Psychology, Effective May 31, 2016. (One year contract ended)

Ms. Katherine Hatz, Alternative Licensing Program Visiting Faculty, Effective May 31, 2016. (One year contract ended)

Ms. Jennifer Martin, Lecturer of Social Work, Effective May 31, 2016. (One year contract ended)

Ms. Maureen Porter, Alternative Licensing Program Faculty, Effective May 31, 2016. (Personal Reasons)

Ms. Tonya Porter, Lecturer of Social Work, Effective May 31, 2016. (One year contract ended)

Mr. Josph Ulatowski, Lecturer of Philosophy, Effective May 31, 2016. (One year contract ended)

Ms. Lori Saiki, Assistant Professor of Nursing, Effective July 31, 2016. (Personal Reasons)

Mr. David Lee, Assistant Professor of Marketing, Effective May, 2016. (Accepted position outside of University)

Mr. Frank Scott, Lecturer of Aerospace Engineering Sciences, Effective May 31, 2016. (Personal Reasons)

Ms. Kristine Tomiko Jones, Assistant Professor of Art, Effective May 31, 2016. (Personal Reasons)

Ms. Lisa Grady-Willis, Lecturer of First Year Success, Effective August 6, 2016. (Accepted position outside of University)

Mr. Winston Grady-Willis, Chair of African American Studies, Effective August 6, 2016. (Accepted position outside of University)

Ms. Sharon Lundstrom, Lecturer of Nursing, Effective July 31, 2016. (Personal Reasons)

Ms. Shawn Anderson, Lecturer, Clinical Lab Simulation, Effective August 12, 2016. (Personal Reasons)

Ms. Bridget Collins-Sullivan, Director of Student Teaching, Effective June 30, 2016. (Retirement)

Ms. Diana Blea-Hernandez, Administrative Assistant III, Effective June 30, 2016. (Retirement)

Mr. Greg Geissler, Director of Special Projects and Private Grants, Effective June 30, 2016. (Retirement)

Ms. Marry Ann Baca, Administrative Assistant III, Effective June 30, 2016. (Retirement)

Ms. Kathy Cooper, General Professional III, Effective June 30, 2016. (Retirement)

Ms. Debe Bell, Laboratory Coordinator III, Effective July 29, 2016. (Retirement)

Ms. Julie VanVelkinburgh, Accounting Technician III, Effective July 29, 2016. (Retirement)

Ms. Lydia Cordova, Technician IV, Effective July 29, 2016. (Retirement)

Ms. Pamela Osborne, Director TRIO, Effective August 3, 2016. (Retirement)

Ms. Donna Potempa, Academic Department Coordinator, Effective August 31, 2016. (Retirement)

LEAVE WITHOUT PAY

Mr. Mohammed Akacem, Professor of Economics, January 2017 through May 2017.

TRANSITIONAL RETIREMENT

Dr. Luis Torres, Deputy Provost, Effective July 1, 2016 through June 30, 2017.

Ms. Bernice Harris, AVP, Curriculum & Academic Effectiveness, Effective July 1, 2016 through April 30, 2017.

Ms. Tara Tull, Associate Professor of Human Services, Effective September 1, 2016 through June 30, 2017.

Ms. Patricia Tucker, Professor of Computer Science, Effective September 1, 2016 through June 30, 2017.