

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

Committee Meetings & Board Meeting
November 28-29, 2012

Wednesday, November 28, 2012

Student Success Building, Trustees Boardroom, 440A

Academics & Student Affairs Committee: 12:00 p.m. – 2:30 p.m.

Finance Committee: 2:30 p.m. – 5:00 p.m.

Thursday, November 29, 2012

Student Success Building, 400A

Public Meeting: 9:00 a.m. – 12:00 p.m.

METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES

Board Meeting

Thursday, November 29, 2012

Public Meeting: 9:00 a.m. – 12:00 p.m., SSB 400A

Student Success Building – 890 Auraria Parkway

I. CALL TO ORDER:

II. CONSENT AGENDA:

- A. Approval of September 6, 2012 Board Minutes
- B. Office of Human Resources Report of Personnel Action which have occurred since the last Board meeting on September 6, 2012
- C. Tenure for Dr. Joanne Bailey
- D. Study Abroad Courses
 - i. Pre-Columbian Art of Central Mexico and Spanish Colonial Art of Mexico study abroad courses
 - ii. History and Culture of Egypt study abroad course
 - iii. Understanding India: Culture through Literature study abroad course
 - iv. Community-Based Design in Dominican Republic study abroad course
- E. Appendix A Removal
- F. Request for 3rd Teacher Education Department
- G. Name Change for Journalism and Technical Communication

III. PRESENTATIONS:

- A. Special Presentations
- B. 2012 Brand Audit

IV. ACTION ITEMS:

- A. Performance Contract with CCHE
- B. Delegation of Approval of Selected Curricular Items per Section 5.3 of Trustees Policy Manual
- C. Student Fee Policy

V. REPORTS AND ACTION ITEMS:

- A. Chair's report: *Vice Chair Michelle Lucero*
- B. President's Report: *President Stephen Jordan*
- C. Legislative Report: *Mike Dino, Patton Boggs and Christine Staberg, Capstone Group, LLC*
- D. Academics & Student Affairs Committee: *Vice Chair Michelle Lucero*
- E. Finance Committee: *Trustee Ellen Robinson*
- F. Faculty Senate Report: *Professor Kamran Sahami, President*
- G. Student Government Report: *Laura Noe, President*
- H. Alumni Report: *Alumni Representative Rob Morrill*

- I. AHEC Report: *Trustee Dawn Bookhardt*
- J. Foundation Report: *Trustee Bill Hanzlik*

VI. INFORMATION ITEMS:

- A. Office of Human Resources of Personnel Actions for the Board's information which have occurred since the last meeting on September 5, 2012

VII. PUBLIC COMMENT:

VIII. ADJOURNMENT

METROPOLITAN STATE UNIVERSITY OF DENVER
BOARD OF TRUSTEES
Thursday, September 6, 2012
Board Minutes

CALL TO ORDER

The Board of Trustees meeting was **called to order** at 10:40 a.m. by Board Chair Cohen. He was joined by Trustee Harris, Trustee Pogge, and Trustee Robinson. Vice Chair Lucero and Trustee Bookhardt joined the meeting via telephone. President Jordan and Board Secretary Martinez were also in attendance, along with various faculty, administrators and staff.

EXECUTIVE SESSION

Chairman Cohen read the Trustees into **Executive Session**, and asked for a motion. The motion was made and seconded and **unanimously approved**. The Board entered into Executive Session at 9:45 a.m.

At 10:40 a.m., the Board meeting was reconvened.

Chair Cohen confirmed that Vice Chair Lucero and Trustee Bookhardt were in attendance via telephone. Chair Cohen welcomed Student Trustee Jesse Altum, Faculty Trustee David Sullivan, and Alumni Representative Rob Morill, to the Board, and thanked President Jordan for his comments at the Welcome Back ceremony held earlier in the morning.

Chair Cohen honored Maria Garcia Berry, past Board Trustee, for the passionate leadership she provided this institution during her tenure on the Board of Trustees. He said that many of the projects referred to by President Jordan in his Welcome Back speech were spearheaded by Ms. Garcia Berry. The Trustees and President Jordan thanked Ms. Garcia Berry for her inspiring leadership, and Chair Cohen presented a plaque to Ms. Garcia Berry.

CONSENT AGENDA

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

ACTION ITEMS

FY2012-13 Phase II One-Time Fund Balance Distribution: Natalie Lutes requested approval of Phase II of the One-Time Fund Balance Distribution, and stated that the prior year fund balance was approximately \$10.6 million. Of that, the Board approved a distribution of \$4.9 million at its June meeting. Of the remaining \$6 million, approximately \$1.1 million is for specific purposes in indirect cost recoveries and program fees, with the fund balances cycling back into the programs from which they originated. \$1.9 million is set aside for a GASB adjustment for summer enrollment and summer tuition. The remainder, approximately \$2.6 million, is for ongoing, roll-forward items and for new items based upon responses received after surveying deans and VPs as to what they have that was not covered last year, or what they would request that is new. Of that remaining \$2.6 million, \$800,000 off the top is set aside for potential enrollment reductions. A detail of the distribution of funds is set out in pages 15 through 17 of the agenda.

Trustee Robinson stated that Finance Committee recommends adoption of the distribution. The general consensus from Finance Committee was that there simply isn't enough money for IT. Ms. Lutes added that much of the fund balance is spent on ongoing expenditures for which there are no base funds.

Chairman Cohen asked for a **motion to approve** the FY2012-13 Phase II One-Time Fund Balance Distribution. Trustee Robinson moved adoption, **with a second** by Trustee Harris. The motion was **unanimously approved**.

FY2013 Proposed SAB Allocation: Ms. Lutes requested approval of the 2012/13 recommended allocation for 16 identified programs. Due to timing issues, the proposal was not ready in time for the June Trustee meeting. The SAB includes faculty and students. The SAB reviews all the programs and, based on presentations from each, sets the allocation for the following year. This year they are faced with cutting nearly \$100,000.

Trustee Robinson acknowledged the time and effort that goes into preparing the allocation, and stated that Finance Committee recommends approval of this allocation with the \$100,000 cut.

Chair Cohen asked for a **motion to approve** the FY2013 Proposed SAB Allocation. Trustee Harris moved, **with a second** by Trustee Robinson. The motion was **unanimously approved**.

President Jordan asked the Board's permission to consider two carry-in items.

POSTHUMOUS HONORARY DEGREE – Carry-In Action Item: President Jordan requested that the Board award an honorary degree posthumously upon Jessica Ghawi, a Journalism major who was a victim of the Aurora theater shootings. Chair Cohen thanked President Jordan and asked for a motion. Trustee Robinson **moved** that the Board confer a posthumous honorary degree upon Jessica Gully. Vice Chair Lucero **seconded the motion** – the item was **approved unanimously**. Chair Cohen requested a moment of silence to honor Ms. Ghawi and all the victims of the tragedy.

RECOMMENDATION OF EVAN MAKOVSKY TO HLC@ METRO, INC. BOARD – Carry-In Action Item: President Jordan explained that the establishment of the HLC@Metro, Inc., requires the appointment of Board members to the corporate board. An initial set of board members were appointed. The State Auditor has recommended that the University begin to build out the board to nine members, with additional outside appointees. President Jordan recommended that Evan Makovsky, the co-founder of Shames Makovsky Realty Co., be added to the Board of Directors of HLC at Metro, Inc.

Chair Cohen asked for a motion. Trustee Pogge moved that the Board add Evan Makovsky to the Board of Directors of HLC at Metro, Inc. Trustee Bookhardt **seconded the motion**, the item was **approved unanimously**.

PRESENTATIONS

Enrollment Update and Report on Colorado High School/GED Non-Resident Tuition Rate Implementation – Golich/Bonacquisti/Torres: Trustee Altum distributed a resolution of Student Government supporting the University's new unsubsidized tuition category. Chair Cohen commented that the Board has begun implementing the policy decided upon at the last meeting of the Board. President Jordan expressed appreciation to all who have shown so much support during implementation of the policy, which has engendered a local and national debate on a topic that is very important to the country.

Judi Bonacquisti explained that the enrollment report handed out at yesterday's subcommittee meeting is affected by the fact that yesterday was census day for students, the last day by which a student can drop a course without the course appearing on their transcript. Following census results, the enrollment numbers will be re-run and reported. At this point, FTE enrollments are down 2%, which represents a decrease of 2.5% in student head count. New student enrollments are up just over 2%, an important indicator of results of outreach efforts made to various communities and the impact of the SOAR experience.

To receive the HSI designation, the University must be 25% FTE, and this number will be determined following census. The percentage of Latino students is 19.5%, which places the University a full year ahead of its goal to become HSI by 2018.

Regarding the new differentiated non-resident tuition rate, though the numbers are still fluctuating, there are now 238 students enrolled for Fall semester, including 94 continuing students and 144 new students. Several more students who applied for the rate did not meet the criteria set forth. President Jordan added that with regard to students who very nearly met the criteria but fell just short of meeting it, he and staff discussed whether the University should expand its policy or adhere strictly to the stated criteria. Though this was a difficult call to make, it was ultimately decided to adhere to the policy adopted by the Board.

Ms. Bonacquisti reported that changes reflecting the institution's new name and logo have been made to the affidavit, along with changes that should make the affidavit and the process easier to understand. For example, the affidavit states that the notary must be from the state of Colorado and, since Metro is part of a tri-institution campus, that the process is only for courses taken through Metro.

Chair Cohen thanked Ms. Bonacquisti for a great report, and called for the report on the U.S. State Department Capacity Building Grant.

U.S. State Department Capacity Building Grant: Ethiopia, Aksum University – Ali Thobhani:

Dr. Ali Thobhani reported that in August 2010, Metro received a \$272,000 grant from the U.S. Department of State. Metro was chosen out of approximately 70 applicants for the grant. The objectives of the grant were (1) to create an opportunity for US students to study abroad in non-traditional countries, and (2) to assist foreign institutions to build their capacity to receive students from the US. Metro partnered with Aksum University because Denver and Aksum have been sister cities for over 20 years. 15 Metro students just completed a nine-credit-hour academic program which included a trip to Aksum for a two-month Study Abroad experience. Aksum University had never before received international students, and the project has helped build their capacity significantly. The State Department was so impressed with Metro's partnership with Aksum University that it plans to present it as a model at various conferences around the country.

Chair Cohen thanked Dr. Thobhani for his report and turned to the Chair's Report.

REPORTS/ACTION ITEMS

A. Chair's Report: Chair Rob Cohen

Chair Cohen stated that most of the work of the Board is accomplished at the committee level, and encouraged directors to respond to the questionnaire regarding their preferences for committee assignments. The format for Board meetings which includes committee meetings the day before the Board meeting has been in use for a year now, and Chair Cohen also encouraged feedback from Board

members as to how the new format is working. A draft of the agenda for the upcoming Board retreat was distributed.

B. President's Report: President Jordan

President Jordan reminded the Board that the Master Plan for Metro's neighborhood calls for six buildings to be built over 20 years. In order to meet that goal, President Jordan intends to begin a program planning process to determine what the next facility, to be located at 7th and Auraria Parkway, will look like.

Establishing a stable technology platform is directly related to the long-term success of the University President Jordan said. To that end, President Jordan intends to create an information technology strategic planning task force to evaluate the technology requirements of the institution, on both the academic and administrative sides, and to reach consensus on the direction technology should take over the next three to five years.

The Center for Innovation's program to partner graduates of the program embarking on new franchises with the University has not received the capital promised to move the first pool of funds forward, President Jordan reported. Dr. Mick Jackowsky has met with David Fisher, CEO of Nexus, a company that has been involved in arranging pools of ten to \$25 million or more to finance franchises. Mr. Fisher is enthusiastic about the framework the University is promoting, the concept of training and linking students to investors, and has offered his company's help. Success in structuring a financing program for the franchise ownership program would dramatically increase interest in the program nationwide and could materially elevate the prominence of the program to hundreds of franchisers. The opportunity presents the University the possibility of creating a national model on public/private partnerships that would attract many students, create positive goodwill, and give the University the opportunity to make a significant contribution to economic development in the metro region by placing a higher number of franchise operators in the region. A written description of the concept was provided to the Board, and President Jordan requested Trustees' feedback and comments.

President Jordan commented on the decline in enrollment of resident students, a key issue for the University over the next five years, he said. The issue is complex, and results in part from an interaction of several factors, including a flat/declining pool of white students leaving Colorado high schools to go on to higher education and more competition among institutions for that smaller pool; of that pool, an increasingly large proportion of students are choosing to attend college out of state, further shrinking the number of white students entering Colorado institutions; an increasing growth of students of color, and the differential participation rates of those students, in postsecondary education in general; and the number of students choosing to go to work instead of higher education. Part of the University's strategy will be to increase the number of nonresident students from other states without compromising the University's commitment to serve Colorado in the Denver metro area.

Chair Cohen thanked President Jordan and turned to the Legislative Report.

C. Legislative Report: Capstone Group, LLC

Christine Staberg reported that legislators are highly focused on the election with eighty-five (85) seats in the House and Senate actively in play, and reapportionment adds another dimension. The Educational Task Force is meeting this summer and is considering is the possibility of creating optional teacher endorsements in areas like literacy or numeracy, particularly for K6 teachers. Ms. Staberg's staff is keeping abreast of discussions around that issue going forward. Dr. Haynes has been involved in possible

legislation to strengthen teacher preparation programs and representatives of the Capstone Group will be meeting with that group again in anticipation of crafting legislation in the 2013 session. The next revenue forecast is to be released September 20, and the budget remains a top priority. Sometime before November 1st the number suggested for higher education will be released.

Chair Cohen thanked Ms. Staberg for her report and turned to the Finance Committee Report.

D. Finance Committee Report: Trustee Ellen Robinson

Trustee Robinson reported that the Committee met with Masters of Accounting students on the internal audit. They will be re-auditing past audit recommendations, bringing their work full circle.

Chair Cohen thanked Trustee Robinson for her report and turned to Academic and Student Affairs Committee.

E. Academic and Student Affairs Committee: Trustee Michelle Lucero

Trustee Harris reported there was a brief update on tenure rights in the committee meeting. There is a working group for that issue, to make sure it is being handled correctly, and the group will be bringing recommendations to the Committee.

Chair Cohen thanked Trustee Harris for her report and turned to Governance Committee.

F. Governance Committee: Trustee Melody Harris

Trustee Harris reported the committee reviewed its structure and how to govern as a board. The committee discussed whether to hire an outside consultant to advise on governance procedures, in an effort to follow best practices. Trustee Harris asked if this might be a topic to include for review at the Board retreat, and Chair Cohen requested that it be added to Trustee Harris's comments so that it will be included.

Chair Cohen thanked Trustee Harris for her report and turned to Faculty Senate Report.

G. Faculty Senate Report: Professor Kamran Sahami, President

Professor Sahami reported that Faculty Senate is looking forward to the first year as a university, plus/minus grading, and the new course repeat policy which will go into effect Fall 2013, which should help with retention and graduation. The Senate has grown significantly, doubling in the last eight years, in large part due to President Jordan and hiring tenure track faculty. The Faculty Senate is researching ideas to help with the summer semester, and ways to bolster summer offerings.

Chair Cohen thanked Professor Sahami for his report and turned to the Student Government Report, welcoming Laura Noe as the new President of the Student Assembly.

H. Student Government Report: Laura Noe, President of Student Assembly

Laura Noe reported that several positions have been filled, and outlined SGA's goals for the coming year. As Jesse Altum reported earlier, SGA took an official stance on the new Colorado GED/high school tuition rate, and believes it is in the best interests of the student body. A survey has been circulated to determine what students know about the new tuition rate and how best to educate students on the goals of the measure.

Chair Cohen thanked Ms. Noe for her report and turned to the Student Trustee's Report.

I. Student Trustee Report: Jesse Altum, Student Trustee

Jesse Altum thanked Dr. Thobhani for his work on the State Department grant project, and then introduced an initiative by Mr. Altum forming a Student Trustee Council of six students, one from each different college, to assist Mr. Altum throughout the year in enhancing student awareness of and involvement in the role of the Student Trustee to this Board. Mr. Altum also reported that he has been charged by the Director of the Auraria Library to serve on the new Student Council Representative Board at the Auraria Library.

Chair Cohen thanked Mr. Altum for his report and turned to the Alumni Report, again welcoming Rob Morrill to the Board.

J. Alumni Report: Rob Morrill, Alumni Representative

Mr. Morrill outlined upcoming Alumni Association events, including an election of officers and directors.

K. Foundation Report: Erin Trapp, Foundation Director

Erin Trapp reported that the leadership team of the Foundation Board intends to communicate on a more regular basis with this Board, specifically as regards action planning related to the Strategic Plan.

Chair Cohen thanked Ms. Trapp for her report and then introduced and welcomed Carrie Warren, new Assistant Secretary to the Board.

Chair Cohen asked if there was any public comment. There was none, and Chair Cohen then asked for other business.

President Jordan reported an informational item from the Auraria Board regarding a lawsuit that the University of Colorado was involved in over its policy prohibiting guns on campus. CU lost the lawsuit and appeals on it. President Jordan noted that one policy the Auraria Board may wish to enact is a policy prohibiting guns at ticketed events, which are contractual events. Chair Cohen thanked President Jordan for his report and noted that, in Committee assignments, the larger issue of campus safety overall should be addressed.

Adjournment

After a motion by Trustee Pogge and a second by Trustee Robinson, the Board Chair officially **adjourned** the meeting at 12:05 p.m.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's approval which have occurred since the last Board Meeting on September 6, 2012.**

BACKGROUND: Report of personnel actions which have occurred since the last Board agenda of September, 2012. Initial appointments of non-temporary faculty and administrators, tenure, emeritus status, honorary degrees, and sabbatical leaves which require Board approval.

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

APPOINTMENTS

Ms. Carmen Mittler, Annual Fund Call Center Manager, Annual Salary: \$36,500.00 – Effective September 1, 2012. (ADMINISTRATIVE)

Ms. Amanda Jones, Scholarship and External Programs Counselor, Annual Salary: \$42,000.00 – Effective September 6, 2012. (ADMINISTRATIVE)

Ms. Kirsten King, International Admissions Counselor, Annual Salary: \$40,000.00 – Effective September 10, 2012. (ADMINISTRATIVE)

Ms. Sonia Lujan, Short Term Loan & Scholarship Counselor, Annual Salary: \$38,500.00 – Effective September 11, 2012. (ADMINISTRATIVE)

Mr. Paul Morales, Loan Counselor, Annual Salary: \$39,000.00 – Effective September 17, 2012. (ADMINISTRATIVE)

Mr. Thomas Hernandez, Scholarship and External Programs Counselor, Annual Salary: \$42,000.00 – Effective September 24, 2012. (ADMINISTRATIVE)

Ms. Stefanie Gerber Darr, Gallery Manager, Annual Salary: \$45,000.00 at 50%FTE – Effective October 1, 2012. (ADMINISTRATIVE)

Ms. Veronica Sanchez Jones, Academic Department Coordinator – Industrial Design, Annual Salary: \$44,000.00 – Effective October 1, 2012. (ADMINISTRATIVE)

Ms. Sara J. Harper, Academic Department Assistant - Center for Innovation, Annual Salary: \$35,000.00 – Effective October 1, 2012. (ADMINISTRATIVE)

Ms. Leslie McKay, Director of External Relations, Annual Salary: \$92,750.00 – Effective October 1, 2012. (ADMINISTRATIVE)

Mr. Matthew Rooney, Business Manager – Music Department, Annual Salary: \$44,000.00 – Effective October 11, 2012. (ADMINISTRATIVE)

Ms. Paula Stephens, Fitness Specialist, Annual Salary: \$43,000.00 – Effective October 15, 2012. (ADMINISTRATIVE)

Ms. Shauna Rodriguez, Project Coordinator – Human Services-Center for Effective Interventions, Annual Salary: \$46,666.00 at 60%FTE – Effective October 25, 2012. (ADMINISTRATIVE)

Ms. Lyndsey Smith, Cashier Specialist, Annual Salary: \$40,000.00 – Effective November 1, 2012. (ADMINISTRATIVE)

Mr. Mark Claiborne, Lab Coordinator – Industrial Design, Annual Salary: \$41,000.00 – Effective November 1, 2012. (ADMINISTRATIVE)

Ms. Laurel Medlock, Veteran Certifying Official, Annual Salary: \$43,000.00 – Effective November 1, 2012. (ADMINISTRATIVE)

Ms. Karina Hultgren, Applied Learning Coordinator, Annual Salary: \$40,000.00 – Effective November 1, 2012. (ADMINISTRATIVE)

Ms. Chandra Gregg, Scene Shop Manager – Theatre, Annual Salary: \$38,000.00 – Effective November 1, 2012. (ADMINISTRATIVE)

Ms. Jasmine Nguyen, Scholarship Counselor, Annual Salary: \$38,000.00 – Effective November 5, 2012. (ADMINISTRATIVE)

Mr. Scott Lary, Creative Services Manager – Marketing and Communications, Annual Salary: \$77,000.00 – Effective November 8, 2012. (ADMINISTRATIVE)

Mr. Vitaliy Krutikov, Student Accounts Specialist - Office of the Bursar, Annual Salary: \$36,575.00 – Effective November 1, 2012. (ADMINISTRATIVE)

Dr. Joanne Bailey, Associate Professor of Social Work, Annual Salary: \$66,500.00 – Effective January 15, 2012. (TENURED/FACULTY)

APPOINTMENTS (Category II – Visiting TO Category I – Tenure Track)

Dr. Dawn R. Matera, Assistant Professor of Social Work, Annual Salary: \$54,414.00 – Effective August 16, 2012. (TENURE TRACK/FACULTY)

Mr. Matthew Jenkins, Assistant Professor of Art, Annual Salary: \$51,489.00 – Effective August 16, 2012. (TENURE TRACK/FACULTY)

RECOMMENDED FOR TENURE UPON HIRE

Dr. Joanne Bailey, Associate Professor of Social Work

AGENDA ITEM: **Tenure Upon Appointment for Dr. Joanne Daugherty Bailey,
Associate Professor, Department of Social Work**

BACKGROUND:

Pursuant to §V.G.8.a & b of the Handbook for Professional Personnel, tenure may be granted to a faculty member upon appointment subject to the following:

- a. Upon a request of a Chair or a Department Search Committee that a faculty candidate be awarded tenure upon appointment, a majority of the tenured faculty of the affected Department must recommend to support such a request. Any such candidate must meet the following criteria:
 - 1) The appointee was previously tenured at a regionally accredited, baccalaureate-granting institution of higher education; or
 - 2) The appointee has achieved recognized, outstanding distinction in public service or the private sector.
- b. If the tenured faculty members of the Department recommend that tenure upon appointment be awarded, that recommendation shall be reviewed by the Chair, the Dean, and the Provost, who shall each make a recommendation to the President.

The above requirements of the Handbook have been satisfied. Dr. Bailey has served as a tenured Associate Professor in the Department of Social Sciences and as Social Work Program Director at the University of Houston Downtown.

RECOMMENDATION:

It is recommended by the President of Metropolitan State University of Denver that the Board of Trustees approve tenure for Dr. Joanne Daugherty at the rank of Associate Professor in the Department of Social Work.

To: President Stephen M. Jordan
From: Vicki L. Golich, Ph.D.
Provost and Vice President for Academic Affairs

Date: November 7, 2012

Re: **Tenure Upon Appointment Recommendation for Dr. Joanne Daugherty Bailey**

Approved
11/14/12

I am very pleased to recommend awarding tenure upon appointment for Dr. Joanne Daugherty Bailey, who has recently been appointed as a new Associate Professor in the Department of Social Work, beginning January 23, 2013. Dr. Bailey has served as a tenured Associate Professor in the Department of Social Sciences and as Social Work Program Director at the University of Houston Downtown. I am attaching relevant information.

According to the *Handbook for Professional Personnel*, section V.G.8, tenure upon appointment for faculty may be granted if certain criteria are met. Upon the recommendation by a Department Chair or Search Committee that tenure should be awarded upon appointment, the tenured faculty of the affected department must vote in favor of tenure. The tenured faculty voted unanimously in favor of tenure for Dr. Bailey. An important consideration is that the appointee must have previously been tenured at a regionally accredited, baccalaureate granting institution of higher education. These and other applicable requirements have been met for this recommendation.

In a memo of October 25, 2012, Dr. Christian Itin, Chair of the Department of Social Work, offers a strong recommendation for granting tenure and rank as Associate Professor to Dr. Bailey, citing her "superior performance as a teacher, scholar," and colleague. He expects that she will "continue to excel in these areas" and significantly contribute to MSU Denver. Dean Joan Foster also gives a persuasive endorsement, emphasizing Dr. Bailey's important contributions in all areas of review at the University of Houston Downtown, her previous institution.

Dr. Bailey is very impressive in teaching, scholarly activities, and service. She received her Ph.D. in Social Work from the University of Houston in 2000. She began her tenure track career as Assistant Professor in 2002, earning tenure and promotion in 2008. She has served as Social Work Program Director since 2008, evidence of her leadership abilities. She teaches a range of classes in both Social Work and Sociology and has taught graduate classes, a background that will contribute greatly to Social Work.

Dr. Bailey's record of scholarly activities is impressive and appropriate for a tenured Associate Professor. She has an active research agenda, having published six journal articles within the last few years, with two additional articles forthcoming. She is very active in conference presentations in a variety of important regional, national, and international venues. She also is committed to providing significant service, with long-term commitments in areas of leadership, and she has been active in the local community and in professional organizations.

Thank you for considering my recommendation for granting tenure upon appointment as an Associate Professor for Dr. Joanne Daugherty Bailey.

Cc:

Dr. Christian Itin, Chair, Social Work
Dr. Joan Foster, Dean, School of Letters, Arts & Sciences
Human Resources

AGENDA ITEM: **Pre-Columbian Art of Central Mexico and Colonial Art of Mexico study abroad courses**

BACKGROUND:

The Art department which is housed in the School of Letters, Arts and Sciences, proposes two three credit hour courses titled “Pre-Columbian Art of Central Mexico” and “Colonial Art of Mexico.” The courses ARTH 390H and ARTH 390I, respectively, have been approved by the University Committee on International Education, the Office of International Studies, and the Office of Academic and Student Affairs. Per Section 5.3 of the Trustees Policy Manual (2007), the Board of Trustees must approve all new study abroad courses.

ANALYSIS:

These two courses are integrated in such a way through this study abroad experience that all participants in this program must register for both courses for a total of six credit hours. The overall goals for both courses include familiarizing students with the artistic collections, archaeological sites, and cultural heritage of Mexico. While the primary focus of the Pre-Columbian course is the period between approximately 900 BCE and 1500 CE, the course also includes visits to the studios of 20th century modernists including Diego Rivera and Frida Kahlo. Students will study the impact on the Mexican national identity of the inclusion of Pre-Columbian visual referents in these artists’ work. In the Colonial art course, students will study religious and governmental architecture and sacred and secular painting and sculpture. The culture that emerged following the Spanish conquest of Mexico and issues of race, gender and identity will be investigated.

The Pre-Columbian course will be led by Dr. Jillian Mollenhauer, Assistant Professor of Art History. Dr. Mollenhauer has studied and lived in Mexico as part of her doctoral and post-doctoral research. Her experience includes work in Mexico City, the Yucatan peninsula and Xalapa, Veracruz. The Colonial art course will be led by Dr. Carmen Ripolles, Assistant Professor of Art History. Dr. Ripolles is a native of Spain and studied European Baroque Art, specializing in the art of Spain and its dominions including Mexico, or new Spain as it was known during the colonial period.

The program is proposed to run May 19 through June 14, 2013. The estimated cost to students of approximately \$6,000 includes tuition and fees, hotels, meals, air and land transportation, site visits, books and other personal expenses. The minimum number of participants is ten and the maximum is twenty. Faculty organizers have the discretion to reduce their salary and/or attempt to renegotiate fixed expenses if the number of students enrolled is lower than the minimum. The faculty members’ salaries are paid by Extended Campus through tuition revenues.

RECOMMENDATION:

The Office of Academic and Student Affairs recommends approval of the Pre-Columbian Art of Central Mexico and Colonial Art of Mexico courses.

AGENDA ITEM: History and Culture of Egypt study abroad course

BACKGROUND:

The History department which is housed in the School of Letters, Arts and Sciences, proposes a three credit hour course titled “History and Culture of Egypt.” The course HIS 335H has been approved by the University Committee on International Education, the Office of International Studies, and the Office of Academic and Student Affairs. Per Section 5.3 of the Trustees Policy Manual (2007), the Board of Trustees must approve all new study abroad courses.

ANALYSIS:

The proposed course is designed to enhance students’ knowledge of Egypt from ancient to modern times through direct experience with cultural and historical sites and artifacts. Students will evaluate scholarly literature on the history and culture of Egypt and critique an Egyptian novel reflective of Egypt under the reign of Nasser. Students will also study the archaeology of the Pharaohs, Greeks and Romans along with the relationship between Christianity, Judaism and Islam in this region. Highlighting contemporary events in Egyptian politics and society, including the fall of Mubarak and the Arab Spring and the conflict between Islamism and secularism will assist students in developing a broader perspective about the issues arising in this country and its region.

The course will be led by Dr. Paul Sidelko, Associate Professor of History. Dr. Sidelko has traveled throughout the Middle East and Mediterranean, including research and conference trips to Morocco, Israel, Malta, Spain, Italy, the United Arab Emirates and the Sultanate of Oman. Dr. Sidelko served as a Fulbright Scholar in Egypt in 2008 and has participated in a Council on International Educational Exchange Faculty Development Seminar in Turkey and a National Endowment for the Humanities Symposium in Barcelona. Most recently he studied Arabic in the Kingdom of Jordan in summer 2012.

The program is proposed to run May 18 through May 31, 2013. The estimated cost to students of \$4,460 includes tuition and fees, hotels, meals, air and land transportation, site visits, books and other personal expenses. The minimum number of participants is ten and the maximum is fifteen. Faculty organizers have the discretion to reduce their salary and/or attempt to renegotiate fixed expenses if the number of students enrolled is lower than the minimum. The faculty member’s salary is paid by Extended Campus through tuition revenues.

RECOMMENDATION:

The Office of Academic and Student Affairs recommends approval of the History and Culture of Egypt course.

AGENDA ITEM: **Understanding India: Culture through Literature study abroad course**

BACKGROUND:

The English department which is housed in the School of Letters, Arts and Sciences, proposes a three credit hour course titled “India: Culture through Literature.” The course ENG 390X has been approved by the University Committee on International Education, the Office of International Studies, and the Office of Academic and Student Affairs. Per Section 5.3 of the Trustees Policy Manual (2007), the Board of Trustees must approve all new study abroad courses.

ANALYSIS:

Targeted at education licensure students, the proposed course is designed to enhance the abilities of participants to teach about India. Participants will examine how works of narrative literature reveal various distinctive aspects of Indian culture. Readings by Indian authors will express both traditional and modern attitudes, representing diverse populations, social and historical perspectives. The comparative, multi-disciplinary pedagogical approach in this course includes extensive guest lectures by faculty from the University of Pondicherry, in addition to visits to local schools and a wide variety of cultural sites. Students will analyze and critique literary and cinematic representations as expressions of Indian culture. Student assignments include curriculum development about India to facilitate their own future teaching and to share with other educators.

The course will be co-led by Dr. James Aubrey, Professor of English, and Dr. Cynthia Lindquist, Associate Professor of Special Education. Dr. Aubrey has lived abroad several different times in a variety of countries. He has also served as a Fulbright Lecturer at Guru Ghasidas University in central India and led two previous Indian study abroad trips to the University of Pune. Dr. Lindquist has participated in a London study abroad project for pre-service teachers and a month-long planning trip in Ethiopia for the University’s Department of State grant.

The program is proposed to run June 15 through July 13, 2013. A Fulbright Group Projects Abroad grant to cover the cost of hotels, meals, air and land transportation, books and supplies is in preparation pending a request for proposals from the U. S. Department of Education. The program cost to students is anticipated at approximately \$1,000 including tuition and fees, health insurance and estimated personal expenses. The grant will be written to cover costs for twelve student participants, two faculty members and guest lecturer stipends. The faculty members’ salaries are paid by Extended Campus through tuition revenues.

RECOMMENDATION:

The Office of Academic and Student Affairs recommends approval of the Understanding India: Culture through Literature course.

AGENDA ITEM: **Community-Based Design in Dominican Republic study abroad course**

BACKGROUND:

The Art department which is housed in the School of Letters, Arts and Sciences, proposes a three credit hour courses titled “Community-based Design in Dominican Republic.” The CDES 390A has been approved by the University Committee on International Education, the Office of International Studies, and the Office of Academic and Student Affairs. Per Section 5.3 of the Trustees Policy Manual (2007), the Board of Trustees must approve all new study abroad courses.

ANALYSIS:

This course provides students an opportunity to apply investigative processes and strategies to co-produce public interest design solutions within the community of La Piedra, Dominican Republic. Students will construct research processes that are inclusive of the community’s voice to assess how issues of economy, environment and culture merge to create a design problem. Working with other students and members of the host community, students will produce designs that are socially, environmentally and economically sound. Students will also measure the effectiveness of their design solutions against the originally articulated design criteria and critically evaluate the conceptual and aesthetic aspects of their work.

The course will be led by Kelly Monico, Assistant Professor of Communication Design. Ms. Monico teaches courses in Narrative Design, Design Media, and Portfolio Development among others. She mentors students working in local non-profit art organizations. She has lived and worked in Oaxaca, Mexico where she also studied the Spanish language. She has developed partnerships with the Guanin Community Center in La Piedra where the students will conduct their work and with other relevant organizations in the community.

The program is proposed to run May 20 through June 10, 2013. The estimated cost to students of approximately \$4,400 includes tuition and fees, hotels, meals, air and land transportation, and site visits. Students are responsible for personal expenses including books, passports and insurance. The minimum number of participants is ten and the maximum is fifteen. Faculty organizers have the discretion to reduce their salary and/or attempt to renegotiate fixed expenses if the number of students enrolled is lower than the minimum. The faculty member’s salary is paid by Extended Campus through tuition revenues.

RECOMMENDATION:

The Office of Academic and Student Affairs recommends approval of the Community-Based Design in Dominican Republic course.

AGENDA ITEM: Removal of Appendix A from the Handbook for Professional Personnel

BACKGROUND:

Appendix A (attached at the end of this agenda item) currently is part of Chapter IV of Metropolitan State University of Denver's *Handbook for Professional Personnel*. It has served as an important guideline for determining rank upon hiring tenure-line faculty. We seek approval from the Board of Trustees to remove Appendix A from the *Handbook* and recommend it be placed, instead, in a Guideline for Hiring Tenure-Line Faculty. This request and recommendation is based on the following reasons:

- As a part of the *Handbook*, any change must be approved by the Board of Trustees. Credentials appropriate to hiring at various ranks can change for a variety of reasons with some frequency; recommended changes generally derive from accreditation agencies or professional disciplinary organizations. The distinctions among many of these credentials can be confusing to those unfamiliar with the discipline; therefore, decisions about credentials required for rank at hire are best left to disciplinary faculty.
- Appendix A was designed to ensure fairness in hiring. Because we are recommending that this section be moved into hiring guidelines for faculty, the standards established and assurance of fairness would still exist.
- Appendix A has always been intended and states it is to be used to determine "only the minimum degree level required for hiring at rank, in the absence of truly exceptional circumstances."
- By removing this section from the *Handbook*, discipline-specific faculty – in consultation with their colleagues, Deans, and the Provost – can make needed changes in credentials/qualifications more expeditiously.
- Removal should ease the workload on everyone – from those involved in faculty searches to the Trustees – while still providing an appropriate set of guidelines for hiring at rank.

This recommendation began as part of the discussions related to the revisions of MSU Denver's faculty evaluation process, and further conversations with the Vice Presidents, the Faculty Senate, and the President's Cabinet. It has also been discussed with and approved separately by the School Deans, the AVP of Human Resources, and the EEO Director.

The Provost is currently working with the Faculty Senate Welfare Committee to develop a faculty hiring guideline, which will include Appendix A.

Recommendation:

The Academic and Student Affairs Committee recommends the Board of Trustees approve this request for the removal of Appendix A from the *Handbook*.

APPENDIX A: Minimum Degree Level and College Teaching Requirements for Rank Upon Appointment (Used for Initial Hiring Only)

NOTE: This appendix identifies only the minimum degree level required for hiring at rank, in the absence of truly exceptional circumstances, as determined at the Provost's discretion pursuant to written criteria, and considering accreditation standards for a particular program and the institution. Subject to final approval by the Vice President for Academic Affairs, each academic department will identify in writing the fields of academic study related to the curriculum currently delivered by the department. This departmental document, which must be in place before any position can be authorized or searched, will be used to establish in advance, before a search is initiated, what fields of study will qualify as "related" for purposes of the position. The written list of related fields for each department may be revised any time a position is authorized. However, it must be reviewed by the department at the beginning of each academic year.

RANK	MINIMUM FULL-TIME COLLEGE TEACHING EXPERIENCE
Instructor	No
Assistant Professor	No
Associate Professor	Currently holds rank as an Associate Professor at a regionally-accredited baccalaureate-granting
Professor	Currently holds rank as an Full Professor at a regionally-accredited baccalaureate-granting

Keys to abbreviations on Education (minimum degree level) and Experience Chart

Education

B – Bachelor's Degree

M – Master's Degree

MFA – Master of Fine Arts

MSW – Master of Social Work

D – Doctoral Degree

Experience

'+ Stand-alone number' – years of relevant professional or industry work experience

ABD – All But Dissertation

JD – Juris Doctorate

FIELD	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Accounting	M	M + 5	D; or JD and M	D; or JD and M
Aerospace Science	B + 5; or M+3; or D; and FAA or industry accredited certification	M + 4; or D; and FAA or industry accredited certification	M + 4; or D; and FAA or industry accredited certification	M + 8; or D; and FAA or industry accredited certification
African American Studies	M	D	D	D
Anthropology	M	D	D	D
Art (New Media)	B + 3	M (Art) + 6 or MFA	M (Art) + 6 or MFA	M (Art) + 6 or MFA

Art Education	M or MFA	MFA or ABD	MFA + 6 or D	MFA + 10 or D
FIELD	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Art History	M	D	D	D
Art Studio	M	MFA	MFA	MFA
Biology	M	D	D	D
Chemistry	M	D	D	D
Chicano Studies	M	D	D	D
Communications (Speech, Language, Hearing Sciences)	M	D	D	D
Computer Information Systems	M	ABD	D	D
Computer Science	M	D	D	D
Criminal Justice and Criminology	M + 3	ADB + 4; JD + 4; or D + 4	JD + 4; or D + 4	JD + 4; or D + 4
Earth Sciences (Geology and Geography)	M	D	D	D
Economics	M	ABD	D	D
Engineering Technology	M	M + 4; or D	M + 4; or D	M + 4; or D
English (all fields except Creative Writing)	M	D	D	D
English (Creative Writing)	M (English or Dramatic Arts)	MFA or D	MFA or D	MFA or D
Entrepreneurship	B + 10 or M + 6	D in Entrepreneurship or related field or ABD in Entrepreneurship or related field.	D in Entrepreneurship or related field.	D in Entrepreneurship or related field.
Finance	M	ABD	D	D
Health Care Management	M	ABD	D	D
Health Education Services (Integrated Therapeutic Practices)	M	M + 4; or ABD	M + 4; or D	M + 4; or D
History	M	D	D	D
Hospitality,	B + 3	M + 6	M + 6	M + 6

FIELD	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Human Performance & Sport (Adult Fitness and Exercise Science)	M	ABD	D	D
Human Performance & Sport (Athletic Training)	M + NATA BOC Certification	M + NATA BOC Certification + 5; or D + NATA BOC Certification	M + NATA BOC Certification + 5; or D + NATA BOC Certification	M + NATA BOC Certification + 5; or D + NATA BOC Certification
Human Performance & Sport (K-12 Physical Education)	M	ABD	D	D
Human Performance & Sport (Sport Industry Operations)	M	ABD	D	D
Human Services (General, Mental Health, Domestic Violence, and High Risk Youth)	M	ABD	D	D
Human Services (Nonprofit Organization Administration)	M	M	M	M
Human Services (Addictions Studies)	M	D; or M + NAADAC + CACIII or equivalent	D; or M + NAADAC + CACIII or equivalent	D; or M + NAADAC + CACIII or equivalent
Industrial Design	B + 2	M + 4	M + 4	M + 4
Journalism	B + 6	M + 6	M + 6	M + 6
Legal Studies (Management)	JD and passed Bar Exam	JD and passed Bar Exam; or ABD	JD and passed Bar Exam; or D	JD and passed Bar Exam; or D
Management	M	ABD	D	D
Marketing	M	ABD	D	D
Mathematical Sciences	M	D	D	D
Meteorology	M	D	D	D
Modern Languages	M	D	D	D

Music (Artist Performers, Conductors and Composers)	M; or B + significant local recognition	ABD; or M + significant local recognition	D; or M + significant regional recognition	D; or M + significant national recognition
FIELD	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Music (except Artist Performers, Conductors and Composers)	M	ABD	D	D
Nursing (Classroom Faculty)	M + RN	M + RN + 6; or M + RN + 4 + current professional certification; or D + RN	M + RN + 6; or M + RN + 4 + current professional certification; or D + RN	M + RN + 6; or M + RN + 4 + current professional certification; or D + RN
Nursing (Clinical & Laboratory Faculty)	B + RN	M + RN + 6; or M + RN + 4 + current professional certification; or D + RN	M + RN + 6; or M + RN + 4 + current professional certification; or D + RN	M + RN + 6; or M + RN + 4 + current professional certification; or D + RN
Nutrition	M	ABD	D	D
Philosophy	M	ABD	D	D
Physics	M	D	D	D
Political Science	M	D	D	D
Psychology	M or enrolled in a doctoral program	D	D	D
Radio/TV	B + 5	M + 5	M + 5	M + 5
Reading	M	ABD	D	D
Recreation Professions	M	ABD	D	D
Social Work (Field Coordinator)	MSW + 2	MSW + 6	MSW + 6	MSW + 6
Social Work (except Field Coordinator)	MSW	MSW + ABD	MSW + D	MSW + D
Sociology	M	D	D	D
Speech	M	D	D	D
Teacher Education	M	ABD	D	D
Technical Communications	B + 8	M + 6; or D	M + 6; or D	M + 6; or D
Theatre (Relevant work experience must be professional)	B + 8	MFA + 3; or M + 4; or D + 2	MFA + 4; or M + 5; or D + 3	MFA + 5; or M + 6; or D + 4
Women's Studies	M	D	D	D

AGENDA ITEM: Establishing Three Departments of Teacher Education per the Title III grant

BACKGROUND:

MSU Denver is the largest teacher licensure program in the Denver Metro area and the second largest in the state of Colorado. It is our belief that creating a School of Education in the future would provide assistance to the University in gaining the institutional recognition necessary for visibility and preeminence within Colorado's education community, recognition that is more critical now that the program offers Master's degree programs to meet the demonstrated high needs of school districts in our service area.

On October 1, 2010, the University was awarded a \$1.88M grant under Title III, Part A of the Higher Education Act of 1965, as amended. This Strengthening Institutions grant titled **Achieving Student Success: Focused Advising and Academic Restructuring** is designed to a) introduce systemic and systematic technological improvements and faculty and staff development in advising and b) form a School of Education, the latter based on the May 2009 recommendation of the Academic Structure Review Committee supporting the establishment of a School of Education.

Upon study, it is apparent that teacher preparation programs carry a high workload given the resource intensive nature of processing specialized admissions for teacher licensure candidates and the extensive field placements required with schools throughout the Denver Metro area. All programs also are responsible for compliance with state and federal laws that change frequently and all accreditation standards. The two departments currently within the University's teacher education program are overextended with too broad a focus. It is our conclusion that our teacher education program would be well served by restructuring through realignment of the respective responsibilities of departments and faculty. There are currently two departments within our teacher education program--The Department of Elementary, Secondary, Linguistically Diverse, and K-12 Education and the Department of Special Education, Early Childhood Education, Reading, and Educational Technology.

The proposed structure for realigning the current two departments into three departments would be as follows:

- **Elementary Education Department** consisting of eleven faculty and 651 students (522 undergraduate, 87 post baccalaureate, and 42 graduate). This department would work closely with nine departments in the School of Letters, Arts, and Sciences.
- **Secondary and K-12 Education Department** consisting of ten faculty and 863 students (635 undergraduate and 228 post-baccalaureate). This department would work closely with thirteen departments in the Schools of Letters, Arts, and Sciences and one department in School of Professional Studies.
- **Special Education, Early Childhood Education, and Linguistically Diverse Education Department** consisting of thirteen faculty and 500 students (363 undergraduate, 77 post-baccalaureate, and 60 graduate). This department would work directly with four departments in the School of Letters, Arts, and Sciences.

This structure more closely aligns with current and future certifications available to teaching candidates and faculty areas of specialization. The current Reading program would be integrated

into the different programs they serve and thus among the three departments. Reading is primarily a service program and will be involved in developing supplemental instruction modules for students struggling with reading.

The chairs of these three departments would report directly to the dean of the School of Professional Studies until the formal creation of the School of Education ("SOE"). Supervision of the full-time advisor for teacher education and the coordinators of teacher education admission, field placement, and student teaching would remain the responsibility of Dr. Lisa Altemueller until the creation of the SOE.

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

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

RECOMMENDATION:

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the formation of three departments in teacher education as described above starting Fall 2012.

AGENDA ITEM: **Name change for Journalism and Technical Communication**

BACKGROUND:

The Technical Communication and Journalism programs merged on July 2012 to become one department in the School of Professional Studies. In order to better reflect the two program names and make students aware of the two programs, the department requested approval for a name change from Technical Communication and Media Production to Journalism and Technical Communication. There are two major reasons for this request: 1) the Journalism program is now part of the department and its students will better recognize the department name; 2) Technical Communication is the official name of the other program and is already recognized by its major and minor students. The last part of the department name “Media Production” will be deleted so that the department name is not too long. The new department name includes the two official programs offered by the department.

ANALYSIS:

The name change to the Department of Journalism and Technical Communication was approved by all department faculty members and entered the curriculum approval process at the beginning of the fall semester. Subsequently, the SPS and Faculty Senate Curriculum Committees approved the name change. The new name better reflects the change in the department’s configuration.

RECOMMENDATION:

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the name change from Technical Communication and Media Production to the Department of Journalism and Technical Communication.

Congress of the United States
Washington, DC 20515

November 15, 2012

Board of Trustees
Metropolitan State University of Denver
1100 Stout St.
Denver, CO 80202

Dear Trustees:

We are very heartened to see that Metro State has taken a leadership role on one of the critical issues in our state and nation: educating all students so they can be productive members of the workforce. You have our full support for offering undocumented students who have graduated from Colorado high schools the Colorado High School/GED Non-resident Tuition Rate, provided they meet Metro State's admission standards and criteria.

Many young people who are in the United States are unable to take advantage of the privileges of citizenship, through no fault of their own. They should be given more chances to make a positive impact on our country, which is often the only country they know as home. By extending an affordable but unsubsidized tuition rate to these students, the board has demonstrated the importance of providing educational opportunities for undocumented students to our economy and our community, now and in the future. Equally as important, this new rate is a prime example of how Metro State is advancing its mission as an institution of opportunity, serving low-income, first-generation and historically under-represented populations.

It is clear that your decision was not taken lightly or without understanding the gravity of your action. We appreciate the thoughtfulness and prudence that you exercised in analyzing and carefully crafting a tuition rate that does not include publicly subsidized money. It is in this context in which we agree that your tuition rate policy is within federal and state legal authority. In contrast to the opinion recently issued by Colorado Attorney General John Suthers, we wanted you to be aware of some analysis of federal statute and existing case law that supports your decision.

According to a recent memo drafted by the non-partisan Congressional Research Service (CRS), the federal law that restricts benefits for undocumented individuals -- the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 -- defines a "public benefit" as a support, assistance or appropriated funds provided by state or local government. CRS found that the courts that have considered this issue have determined that child support collection services and workers' compensation payments do not constitute public assistance, meaning payment by a government agency. Therefore, CRS noted that these payments are not considered by the courts a public benefit under the statute. Specifically, CRS stated that, "it appears that programs and services provided by a state or locality for a fee may be

unlikely to be viewed as state and local public benefits for purposes of PRWORA. Like child support collection services and workers' compensation, such programs and services arguably could not be characterized as either economic assistance or earned benefits." Further, CRS noted that where funds for programs and services provided for a fee do not derive from the government -- for example, child support payments come from parents and workers' compensation payments come from employers -- they are not considered public benefits.

Because Metro State's Colorado High School/GED Non-resident Tuition Rate is paid by the student and is high enough to cover the full costs of an education at the college, it is reasonable to conclude this is not a form of government assistance and thus, not a public benefit, making the tuition rate legal under federal law. Moreover, Metro State's separate tuition fee for undocumented students, will, like child support payments and workers' compensation, be paid by a non-governmental entity -- the students themselves. As such, by the same logic, these payments could not be considered a public benefit.

Thank you for leading the way on this issue among Colorado's institutions of higher learning. We are hopeful that this is the one ripple in the ocean that will lead to a wave of further opportunities for deserving students to realize their dreams.

Sincerely,



Diana DeGette
Member of Congress



Jared Polis
Member of Congress

AGENDA ITEM: Presentation on 2012 Brand Audit by Sector Brands

BACKGROUND: In June, 2012, Sector Brands was hired to undertake a brand audit for the institution as it began its transition from Metropolitan State College of Denver to Metropolitan State University of Denver. This audit would serve as a follow up to previous brand audits conducted in 2006, 2008 and 2010.

The purpose of the audit was to assess the current brand image, perceptions and reputation of the University among its internal and external audiences; its specific brand identity elements, such as the new name and logo; its core attributes and how well these are captured in messaging; knowledge of its top programs and new initiatives; and the effectiveness of its marketing materials.

The audit was undertaken to complement the University's new strategic plan developed in April, 2012. The five-year strategic vision (subtitled "A Time for Transformation") detailed strategic themes and an operational plan that would align the University to achieve its goal of serving as Colorado's Urban Land Grant University. The University's brand image and how it represents itself to the community as an urban land grant university was a core component of the plan.

As part of the audit, Sector Brands implemented a combination of methodologies with internal and external stakeholders. This included four focus groups with students, alumni, faculty and staff, and members of the Latino community; and 20 in-depth interviews from internal audiences including members of the MSU Denver Board of Trustees, Foundation Board and Community Cabinet, and external audiences that included a cross-section of employers associated with MSU Denver. In addition, an electronic survey was distributed to students; faculty, staff alumni, Board of Trustees, Foundation Board, Community Cabinet members as well as representatives of the business community generated more than 2,000 responses.

The presentation will cover:

- Overall Key Findings
 - Brand Image/Perception/Reputation
 - Brand Identity Elements and Core Message
- Urban Land Grant Understanding
- Awareness of Key Programs and Initiatives
- Implications of Strategic Plan
- Top Line Recommendations

AGENDA ITEM: Performance Contract with Colorado Department of Higher Education

BACKGROUND:

Under Colorado law, the Colorado Commission on Higher Education (“Commission”) is charged with developing a Master Plan for Colorado postsecondary education and ensuring that such plan is implemented through Performance Contracts negotiated with the governing boards of Colorado state colleges and universities. Over the past couple of years, the Board of Trustees has been asked by the Commission per governing statutes to provide input on the draft statewide strategic plan, legislation implementing the plan, and proposed statewide performance metrics. The Board and/or President have provided formal input to the Commission on October 21, 2010, February 9, 2011, March 11, 2011 and August 1, 2012.

Performance Contracts set forth the individualized goals and expectations for each institution of higher education over the next five years, which will support achievement of the statewide goals identified in the Master Plan. Should general fund appropriations to higher education be restored to 2008-2009 levels after the 2015-2016 state fiscal year, the Commission will recommend to the joint budget committee a performance based funding amount based upon the demonstrated performance of an institution in meeting the goals and expectations set forth in its Performance Contract.

The four statewide goals identified in the Master Plan for Colorado postsecondary education and reflected in the performance indicators in the Performance Contract are as follows:

- Credential Completion: increase the attainment of high quality postsecondary credentials across the academic disciplines and throughout Colorado by at least 1000 new certificates and degrees each year to meet anticipated workforce demands by 2025.
- Student Momentum and Success: improve student success through better outcomes in basic skills education, enhanced student support services and reduced average time to credential for all students.
- Closing Progress and Attainment Gaps: enhance access to and through postsecondary education to ensure the system reflects the changing demographics of the state while reducing attainment gaps among students from underserved communities.
- Financial Stewardship: develop resources, through increases in state funding that will allow public institutions of higher education to meet projected enrollment demands while promoting affordability, accessibility and efficiency.

At the Board of Trustees Retreat on October 18, 2012, the Board met with CCHE Commissioners, the Lieutenant Governor/Executive Director of Colorado Department of Higher Education and Commission staff to discuss statewide performance indicators and metrics, the performance contract process, and the Strategic Plan of MSU Denver in relation to the statewide Master Plan. At that time, President Jordan shared the specific performance indicators that the institution was likely to propose based upon the Board’s discussions earlier in the retreat and staff input.

Since the retreat, the University has remained in communication with Commission staff regarding the performance contract and met on November 13, 2012 with CCHE staff and assigned Commissioners Haynes and Scott to discuss proposed performance indicators and relative weights accorded to each as well as other aspects of the draft performance contract. Since that meeting, the University has received preliminary feedback from Commission staff that the attached draft Performance Contract would be acceptable to the Commission.

ANALYSIS:

Attached to this action item is a draft Performance Contract that consists of the contract language itself, Addendum A which is the Performance Contract Worksheet, and Addendum B detailing Resource, Programmatic and Management Flexibility. The performance indicators highlighted in yellow are the indicators MSU Denver proposes to achieve within the five year contract period and upon which the University's progress will be evaluated and measured. Also attached to this action item is a letter from the Commission leadership detailing the Performance Contract process, which indicates that the Commission is required to complete performance contracts by December 1, 2012 and will discuss them at its December 6, 2012 Commission meeting. Also attached is a memorandum from CDHE Deputy Executive Director Gianneschi addressing questions concerning the Performance Contracts

RECOMMENDATION:

The President recommends that the Board of Trustees approve the general parameters set forth in the attached draft Performance Contract, and further requests authorization to make changes to the attached contract if such changes are necessary to complete negotiations with the Commission and are consistent with the parameters established by the Board of Trustees.

**STATE OF COLORADO
DEPARTMENT OF HIGHER EDUCATION
PERFORMANCE CONTRACT**

This Performance Contract is by and between the Department of Higher Education (hereinafter referred to as the “Department”) and the Board of _____ (hereinafter referred to as the “Governing Board”).

RECITALS

WHEREAS, the General Assembly enacted the College Opportunity Fund Act, title 23, Article 18, Section 101 *et seq.*, Colorado Revised Statutes, which states that performance contracts should provide for greater flexibility and a more focused accountability for institutions to students and the people of Colorado.

WHEREAS, Title 23, Article 1, Section 108(1.5)(a), Colorado Revised Statutes, requires that the Colorado Commission on Higher Education (hereinafter referred to as the “Commission”) shall develop and submit to the Governor and General Assembly, a new master plan (hereinafter referred to as the “Master Plan”) for Colorado postsecondary education, which shall be developed in collaboration with the governing boards and chief executive officers of the state institutions of higher education.

WHEREAS, Title 23, Article 1, Section 108(1.5)(f), Colorado Revised Statutes, requires the Commission to ensure that the Master Plan is implemented through the performance contracts authorized pursuant to Sections 23-5-129 and 23-41-104.6 by negotiating with the governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in Section 108(1.5)(c) and in the Master Plan.

WHEREAS, Title 23, Article 1, Section 108(1.7), Colorado Revised Statutes, requires that the Commission, working with the governing boards and the institutions of higher education, shall collect data, including but not limited to research conducted by national policy organizations and agencies or institutions of higher education in other states, as necessary to support development and implementation of the Master Plan and to use in negotiating the performance contracts authorized pursuant to Sections 23-5-129 and 23-41-104.6.

WHEREAS, Title 23, Article 1, Section 108(1.9), Colorado Revised Statutes, requires the Commission to create a performance-based funding plan on or before December 1, 2013, to appropriate to each governing board, including the governing boards for the junior colleges and area vocational schools, a portion of the performance funding amount for the applicable state fiscal year based on the success demonstrated by the institutions under each governing boards’ control in meeting the goals and expectations specified in the institutions’ respective performance contracts.

GENERAL PROVISIONS

1. Effective Date and Term of Contract. This Performance Contract shall be effective after execution by the Governing Board and the Department and on the date the Performance Contract is approved by the Commission, and shall remain in effect until June 30, 2017.

2. Scope of Contract. This Performance Contract, and Addenda A and B, which are expressly incorporated herein, sets forth the mutually agreed-upon performance goals and expectations of

_____ (hereinafter referred to as the “Institution”), as well as the measurements for determining progress towards those goals. The goals and expectations set forth in this Performance Contract reflect the statewide goals set forth in Title 23, Article 1, Section 108(1.5)(c), Colorado Revised Statutes, and the Master Plan, and are tailored to the role and mission of the Institution. This Performance Contract also sets forth the mutually agreed-upon resource, programmatic and management flexibility for the Institution, as set forth in Addendum B.

3. Authority to enter Performance Contracts. The Institution is a state institution of higher education pursuant to Title 23, Article 5, Section 129(1)(b), Colorado Revised Statutes, and this Performance Contract is authorized by Title 23, Article 5, Section 129(2)(a), and Title 23, Article 1, Section 108(1.5)(f).

4. Prior Agreements. This Performance Contract supersedes and replaces any previously executed performance contract, including amendments and modifications thereto, entered into by the Parties.

5. Performance Goals and Measurements. The Institution agrees to make those efforts and implement the performance goals and expectations set forth in Addendum A, within the time frames established in Addendum A. The Institution agrees and understands that its progress towards those performance goals and expectations shall be evaluated based on the measurements set forth in Addendum A.

6. Performance Goal Achievement. This Performance Contract sets forth those goals, standards and requirements upon which the Department and the Governing Board have mutually agreed.

7. Resource, Programmatic and Management Flexibility. As authorized by Title 23, Article 5, Section 129(2)(a), Colorado Revised Statutes, the Institution’s compliance with the goals set forth herein are in lieu of many of the requirements of Article 1 of Title 23 for the period of the Performance Contract, as set forth in Addendum B.

8. Academic and Vocational Program Approval. Pursuant to Title 23, Article 5, Section 129(6)(a)-(b), Colorado Revised Statutes, and the Commission’s Policy I-V, while operating pursuant to this Performance Contract, the Governing Board shall continue to operate as the Governing Board for the Institution, and shall not be required to consult with or obtain approval from the Commission to create, modify, or eliminate academic and vocational programs offered by the Institution, so long as such creations, modifications, and eliminations are consistent with the Institution’s statutory role and mission. The Commission shall have the authority to override the creation or modification of an academic or vocational program if the change made by the Governing Board is inconsistent with the Institution’s statutory role and mission.

9. Tuition and Other Increases. Pursuant to Title 23, Article 5, Sections 129(6)(c) & (10), Colorado Revised Statutes, the Governing Board for the Institution shall report to the Commission its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the Commission to review and make recommendations to the General Assembly during the annual budget process. The General Assembly retains the authority to approve tuition spending authority for the Governing Board of the Institution. This provision shall not apply for fiscal years 2011-2012 through 2015-2016.

10. Institution’s Eligibility for State Funding. Pursuant to Title 23, Article 5, Section 129(7)(a), Colorado Revised Statutes, while operating pursuant to this Performance Contract, the Institution shall remain eligible for state-funded capital construction projects and controlled maintenance

projects as provided in Title 23, Article 1, Section 106.

11. Resident Applicant Admission Requirements, Statewide Transfer Policy, Remedial Education Policy. Pursuant to Title 23, Article 5, Section 129(7)(b), Colorado Revised Statutes, while operating pursuant to this Performance Contract, the Institution shall continue to admit Colorado resident applicants within the requirements of Title 23, Article 1, Section 113.5 who meet the admissions criteria of the Institution. In addition, the Institution shall continue to comply with the requirements Title 23, Article I, Section 113.3 and the Commission's Statewide Remedial Education Policy I-E as well as the requirements of Title 23, Article 1, Section 125 and the Commission's Statewide Transfer Policy I-L.

12. Data Reporting Requirements. The Governing Board shall transmit to the Department all annual reports and data required in this Performance Contract including those set forth in Addendum A, in the form and manner prescribed herein or as required by Commission policy. The Governing Board shall provide the Department of Higher Education with data upon formal request, including data requested pursuant to Title 23, Article 1, Section 108(1.7), Colorado Revised Statutes, and shall continue to report information through the Commission for the Student Unit Record Data Systems (SURDS) and the Integrated Post-secondary Education Data System (IPEDS) of the United States Department of Education.

13. Issue Resolution. The parties agree to use their best efforts to resolve any disputes that may arise with respect to performance of the terms and conditions set forth herein. In the event that a party to this Performance Contract has reason to believe that the other party is not complying with the terms and conditions set forth herein, that party shall first provide written notice to the non-complying party setting forth the nature of the alleged failure to act or perform. If the dispute is not resolved, the official representatives of the parties shall meet to discuss a remediation plan or modification of this Performance Contract as may be required by the circumstances.

14. Performance Report. Performance on this Performance Contract shall be reported by the Department to the Governor and General Assembly pursuant to Title 23, Article 5, Section 129(5). The Institution understands that, pursuant to Title 23, Article 1, Section 108(1.9)(b) and (c), Colorado Revised Statutes, after the 2015-16 state fiscal year, in each state fiscal year in which the general assembly appropriates the restored level of general fund appropriations for the state system of higher education, the Commission, based on the performance-based funding plan adopted in the Master Plan, shall recommend to the joint budget committee the portion of the performance funding amount to be appropriated to the Governing Board, based on the demonstrated performance of the Institution in meeting the goals and expectations set forth in this Performance Contract.

15. Notice and Representatives. For the purposes of this Performance Contract, notices required under this Performance Contract shall be in writing and shall be sent by prepaid certified mail, return receipt requested, by facsimile, with confirmation of transmission, by overnight delivery such as Federal Express, or by hand delivery, with confirmation of receipt, to the individuals identified below who are hereby designated as the official representatives of the respective Parties. Either Party may from time to time designate in writing a new or substitute representative or address.

For the Department:

Executive Director
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

For the [Governing Board/Institution]:

President

16. No Third-Party Beneficiary. Nothing in this Performance Contract shall be construed or implied to confer third-party beneficiary status on any person or entity. Any services or benefits which third parties receive as a result of this Agreement are incidental and do not create rights for such third parties.

17. Assignment. The rights and obligations of each Party hereunder are personal to such Party and may not be transferred, assigned or subcontracted without the prior, written consent of the other Party.

18. Severability. To the extent that this Performance Contract may be executed and performance of the obligations of the parties may be accomplished within the intent of the Performance Contract, the terms of the Performance Contract are severable, and should any term or provision hereof be declared invalid or become inoperative for any reason, such invalidity or failure shall not affect the validity of any other term or provision hereof.

19. Renewal of Agreement. The Governing Board and the Department may agree to renew this Performance Contract prior to its expiration. Any such renewal must be approved by the Commission.

20. Entire Agreement. This Performance Contract, including the Addenda hereto and any documents to be delivered hereunder, are intended as the complete integration of all understandings between the parties regarding performance contracts authorized by Title 23, Article 5, Section 129 and Title 23, Article 1, Section 108(1.5)(f). No prior or contemporaneous addition, deletion or other amendment hereto shall have any force or effect whatsoever, unless embodied herein in writing. No subsequent novation, renewal, addition, deletion or other amendment hereto shall have any force or effect unless embodied in a writing executed and approved by both Parties to this Performance Contract and the Commission.

21. Modification. This Performance Contract shall be subject to such modifications as may be required by changes in federal or state law or regulations or as may be agreed to by the parties and approved by the Commission. Any such modifications shall be agreed to by the parties in writing and incorporated into and made a part of this Performance Contract as if fully set forth herein. Any modification or addition to this Performance Contract shall not become effective until approved by the Commission.

22. Force Majeure. Neither party shall be considered to have materially failed to perform its obligations under this Performance Contract, including, for the Institution, its failure to meet a Performance Goal, to the extent that such failure arises out of causes beyond the reasonable control of a party. Such causes may include, but are not limited to, acts of God or of the public enemy, acts of the state or the United States in either its sovereign or contractual capacity, fires, floods, epidemics, strikes, and unusually severe weather, but, in every case, delay or failure to perform must be beyond the reasonable control of and without the fault or negligence of the party.

SIGNATURE PAGE

THE PARTIES HERETO HAVE EXECUTED THIS PERFORMANCE CONTRACT

<p>GOVERNING BOARD Board of Trustees for _____</p> <p>BY: _____ President</p> <p>Date: _____</p> <p>APPROVED</p> <p>BY: _____ Chair, Board of Trustees for _____</p> <p>Date: _____</p>	<p>DEPARTMENT COLORADO DEPARTMENT OF HIGHER EDUCATION</p> <p>BY: _____ Lt. Gov. Joseph A. Garcia, Executive Director</p> <p>Date: _____</p> <p>APPROVED</p> <p>BY: _____ Chair, Colorado Commission on Higher Education</p> <p>Date: _____</p>
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		Required Indicators	Indicator Number	MSU Denver Colorado Performance Contract Worksheet (CCHE Draft Copy)	Weight (As %)
Credential Completion	Minimum of two indicators and 20 total points.	1.1, 1.2, or 1.3	1.1	Increase undergraduate credentials awarded by one percentage point per year.	10%
			1.2	"Maintain excellence" by conferring undergraduate credentials per 100 students enrolled at a level at or among the top 25% of peer institutions	
			1.3	"Maintain excellence" by maintaining graduation rates at or among the top 25% of peer institutions	
			1.4	Annually increase the graduation rate of transfer students	10%
			1.5	Annually increase proportion of undergraduate credentials awarded in STEM disciplines	
			1.6	Annually increase graduate degree productivity as measured by the number of graduate credentials awarded compared to the number of graduate students (FTE) enrolled.	
			1.7	INSTITUTION DEVELOPED INDICATOR: <i>increase undergraduate credentials for resident, underserved students by 2% per year.</i>	10%
		Subtotal Credential Completion			
Student Momentum and Success	Minimum of two indicators and 20 total points.		2.1	Annually increase the successful completion (C or better) of introductory gtPathways courses in English and Mathematics	9%
			2.2	Annually increase the proportion of students who accumulate at least 24 credit hours (<i>CCHE Recommended</i>)	8%
			2.3	Annually increase transfer out rate of degree-seeking associate of art or associate of science students who earn at least 12 credit hours	
			2.4	Annually increase the number of resident students who successfully complete the remedial course sequence	
			2.5	Annually increase retention rates across all student levels (e.g., sophomore, junior, senior)	8%
			2.6	INSTITUTION DEVELOPED INDICATOR	
			Subtotal Student Momentum and Success		
Closing Progress and Attainment Gaps	Minimum of two indicators and 20 total points.	3.1 or 3.2	3.1	Annually reduce disparities in graduation rates between resident underserved and resident non-underserved students	10%
			3.2	Annually reduce disparities in degree completion (graduates per 100 FTE) between resident underserved and resident non-underserved students	
			3.3	Annually reduce disparities in the successful completion rates of entry-level gtPathways courses English and entry-level mathematics courses between resident underserved students and resident non-underserved students	
			3.4	Annually increase the proportion of newly enrolled resident students who are from resident underserved populations	
			3.5	Annually increase the proportion (MSU suggestion: substitute 'proportion' for 'number') of resident underserved students who earn postsecondary credentials in STEM disciplines	10%
			3.6	Annually reduce disparities in the transfer out rate between resident underserved students and resident non-underservd students	
			3.7	Annually reduce disparities in retention rates among resident underserved students and resident non-underserved students across all levels (sophomore, junior, senior)	
			3.8	Annually increase the proportion of resident underserved students who earn graduate-level degrees	
			3.9	INSTITUTION DEVELOPED INDICATOR: <i>meet our annual projections of increased Latino/Hispanic enrollment by 8.25% per year (from base year 2007) to achieve HSI status (25% overall Latino/Hispanic enrollment) by 2018.</i>	10%
		Subtotal Close Gaps			
Financial Stewardship	Minimum of two indicators and 15 total points.		4.1	Maintain the institution's rank relative to peers regarding the number of degrees awarded per \$100,000 in total operating (E&G) revenues	5%
			4.2	Moderate resident undergraduate tuition increases when state general fund revenues increase above inflation	
			4.3	Increase expenditures for instruction (per FTE) at a rate that is equivalent to or greater than tuition increases for resident undergraduate students.	
			4.4	Increase institutional need-based financial aid expenditures (per FTE) at a rate at or above tuition increases for resident undergraduate students.	10%
			4.5	INSTITUTION DEVELOPED INDICATOR	
			Subtotal Financial Stewardship		
Total (Must Total 100%)				100%	

Note: All metrics will be measured using a three-year rolling average. For example, the 2011-12 measurement will use data from 2009-10, 2010-11, and 2011-12.

DEPARTMENT OF HIGHER EDUCATION
Colorado Commission on Higher Education

John Hickenlooper
Governor

Lt. Gov. Joseph A. Garcia
Executive Director

Richard Kaufman, Chair	Monte Moses
Patricia L. Pacey, Vice Chair	C. Hereford Percy
Larry B. Beckner	James T. Polsfut
Jeanette Garcia	Regina Rodriguez
Allegra Haynes	BJ Scott

September 27, 2012

President Stephen Jordan
Metropolitan State University
P.O. Box 173362
Denver, CO 0

Dear President Stephen Jordan and Chair Robert Cohen,

On behalf of our colleagues on the Commission on Higher Education, we write to provide you with information concerning the way in which we propose handling the remaining steps of the performance contract process. As we enter this final, critical phase of the master planning process, we are grateful for your continued cooperation and counsel.

At its last meeting, our fellow commissioners and we agreed to serve as “liaisons” to governing boards. In these roles, commissioners will make themselves available to discuss and provide support to the contract process. The commissioners that serve as your liaisons are Happy Haynes and BJ Scott. Their contact information is attached to this document.

State law directs us to have performance contracts completed by December 1, 2012, though we notified the General Assembly that additional time may be needed to complete this process as a result of our providing an additional comment period on the proposed Master Plan. On Thursday, December 6, 2012, the Commission on Higher Education is scheduled to meet. The timeline below works backward from this date, though we may consider alternative deadlines in order to accommodate known encumbrances, such as the timing of fall board meetings.

Preliminary Meetings (October 5 – 22, 2012). During the first three weeks in October, we suggest that campus executives, CCHE liaisons, DHE staff, and one or more members of your governing board arrange a meeting (in person or on the phone) to discuss the institution’s performance plan and answer any questions the campus representatives may have about the process. During these meetings campus leaders and governing board members should plan to discuss the ways in which proposed performance indicators are in synch with or complement campus or system strategic plans. Campus leaders may also wish to familiarize CCHE members with their current enrollment and completion data, lists of peer institutions, and any priority initiatives underway on campus.

Solicit Initial Campus Responses (October 26, 2012). By Friday, October 26, 2012, institutions should provide written responses regarding the ways in which the system or institution plans to address the master planning process. Specifically, institutions or systems should provide the following to the Commission: (a) comments on the proposed performance worksheet (enclosed; discussed below), (b) proposed institutional or system-specific indicators, and (c) proposed policies/statutes from which the institution or system seeks new or continuing flexibility.

CCHE Meeting (November 1, 2012). At its November 1, 2012 meeting, which will take place at Regis University in Denver, feedback from the campuses or systems will be presented to and discussed by the Commission. It is planned that, at this meeting, the CCHE will act on the final version of the performance contract templates and adopt performance indicators, including those developed by campuses or systems.

Additional Meetings (November 2 – December 1, 2012, as necessary). Between November 2, 2012 and December 1, 2012, campus representatives, CCHE liaisons, and DHE staff should plan to meet to discuss any outstanding items with institutions' performance contracts.

Attached to this letter are two important documents for your review. The first is a draft performance contract. This document was prepared by the Office of the Attorney General and is intended to serve as the standard template upon which all of the contracts will be based. It is very similar to previous performance contracts, though it has been updated to reflect new dates and policies. Please review it with your legal counsel. If you have any comments on this draft contract, please share them with your CCHE liaisons.

Though we may waive certain policies in Article I of Title 23, state law (23-5-129 [7][b] C.R.S.) specifically requires that institutions operating pursuant to a performance contract must continue to follow the state's admission policy for resident students as described in 23-1-113.5 C.R.S. Importantly, because the state's remedial placement and transfer policies are intrinsically and interdependently tied to the state's admission policy, and all of these policies are directly connected to major reforms underway in the K-12 system, we propose to maintain these policies. Please note that we remain committed to revising these policies as appropriate to improve outcomes for students across the state. In fact, campus and system-level staff members from throughout the state are actively studying and proposing modifications to these policies.

The second document is a performance "worksheet" that can be used to identify the indicators most appropriate for the conditions on and roles and missions of your campuses. We propose to use this worksheet as the basis for each campus or system's performance plan. The indicators in the document should generally be familiar to you, as most were presented or discussed in the Master Plan. If your campus or system wishes to create an additional indicator or indicators, please share these with your CCHE liaisons in October; these will be shared with and discussed by the entire Commission in November. By mid-November, we request that each governing

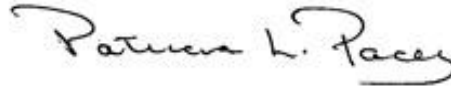
~~STATE OF COLORADO~~ a performance worksheet for its campus, campuses, or system. Again, these worksheets will be presented to and discussed by the Commission at its December 6, 2012 meeting.

Again, thank you for your ongoing cooperation with this process. We genuinely look forward to working with you this fall.

For the Commission,



Richard Kaufman
Chairman



Patricia L. Pacey
Vice-Chair

CC: Members of the Senate Education Committee
Members of the House Education Committee

Encl.

Contact Information for Liaisons:

Happy Haynes
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Email: hhaynes@crlassociates.com

BJ Scott
Phone: 719-630-6474
Email: bjscott@peakvista.org

DEPARTMENT OF HIGHER EDUCATION
Colorado Commission on Higher Education

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James T. Polsfut
Regina Rodriguez
BJ Scott

Lt. Gov. Joseph A. Garcia
Executive Director

MEMORANDUM

TO: Chief Institutional Research, Academic Affairs, Student Affairs, and Financial Officers

FROM: Matt Gianneschi, Deputy Executive Director, DHE

DATE: October 22, 2012

SUBJECT: Additional Information Concerning Performance Contracts

Over the past several weeks, staff at the Department has received several valuable questions from various campus colleagues regarding the performance contracts, specifically the performance worksheet. These questions intended to better clarify the meaning of the performance indicators. The purpose of this document is to answer the questions we have received as of Friday, October 19. If additional questions are received by the Department in the coming weeks, we will provide answers to those as well.

Question: How will performance be measured?

It was recommended that the CCHE not use point in time indicators of performance, but rather use three-year rolling averages. The CCHE agrees with this recommendation, and therefore, where appropriate, intends to employ a three-year rolling average for evaluating performance. Each institution's baseline will employ data from the 2009-10, 2010-11, and 2011-12 academic years.

In addition, for most of the indicators, performance will be measured as improvements above existing institutional baselines. The goal of the performance contracts is continuous improvement. So, with the exception of indicators that employ specific numerical targets, the indicators do not consider specific performance endpoints.

As with all public reports prepared by the Department of Higher Education, only degree-seeking students will be used to evaluate performance.

Question: Which degree programs will be measured?

For purposes of evaluating institutional performance on the first goal, increasing postsecondary credentials, the CCHE proposes including all undergraduate postsecondary programs—certificates, associates, and bachelor’s degrees—for evaluating institutional or system performance. Moreover, the CCHE suggests using the following categorization: certificates (less than one year), certificates (one year or more), associates degrees (AAS and AA/AS), and bachelor’s degrees. Some indicators address performance in graduate level programs. For these indicators, we recommend the following categories: post-baccalaureate certificates, master’s degrees, and doctoral/professional degrees.

Question: Which groups are included in the term “underserved students”?

It was suggested that the Commission “collapse” all underserved student types—minority, low-incomes, rural, etc.—into one general “underserved” category. The CCHE appreciates the challenges that disaggregating students by certain characteristics introduces to performance evaluation, but believes strongly that it is far more important to be as transparent as possible regarding student outcomes by student type. Consequently, all institutions will be asked to use, and report separately, the following as “underserved” populations: Hispanic/Latino, African-American, Native American, and low-income (Pell eligible).

Further, the Commission recognizes that other student populations—such as males, students from rural communities, and non-traditional students (>25 years of age) –may also be underserved depending on the mission and location of the campus at which they enroll. Therefore, the CCHE asks that governing boards that wish to include one or more of these populations in their performance contracts to first provide institution specific data demonstrating why these populations should be considered as underserved on their campus(es). If the CCHE agrees with the institution’s view, one or more of the just-mentioned categories of students (males, students from rural communities, and non-traditional students [>25 years of age]) will be added to—but shall not replace—those already identified (i.e., Hispanic/Latino, Native American, African American, and low income (Pell eligible)).

Question: Which academic terms should be included in the determination of “24 or more credit hours” indicator?

The goal of indicators that measure the number or proportion of undergraduate students who complete 24 or more credit hours is to try to capture improvements in student momentum and academic intensity. Evidence from research on student momentum is very strong: credit hour accumulation is perhaps the most important post-matriculation proxy for student retention and completion. The CCHE’s indicator is based upon a traditional academic calendar, that is, fall and spring semesters. In no way does the CCHE discount the important progress that is made during “interterms” or during the summer semester. However, adding these terms complicates the calculation of year-over-year performance, thus potentially confusing interpretations of outcomes. Moreover, because federal financial aid policies more favorably support students enrolled in terms found in the traditional academic year, we believe it is fairer and less subjective to observe performance in the fall and spring semesters.

Finally, the CCHE will follow institution’s policies concerning grades and earned credit. That is, if an institution treats a “D” as a passing grade for a course, this standard should be maintained in that institution’s indicator. As with many of the indicators in the CCHE’s performance

framework, the objective is to measure improvements based upon current institutional baselines, which are based upon current institutional policies and practices.

How will performance funding be allocated?

Senate Bill 11-052 outlines a three-part process toward performance funding for the Commission and the Governing Boards/Campuses to follow. The first step was to complete a master plan by September 2012. The second step is to prepare institution-specific performance contracts based upon the master plan by December 2012. The third and final step is the preparation of a performance funding model. Per SB 11-052, this last step must be completed by December 2013. After the performance contracts are settled, the Department will work with representatives from the campuses to develop a performance funding plan that will eventually be submitted to the General Assembly. And while there is not yet a specific plan under consideration for allocating performance funding, please assume that no plan will be taken to the Commission until it has first been developed in collaboration with and vetted by all of the state's colleges and universities.

AGENDA ITEM: **Trustee Delegation of Authority to President to Approve Certain Curricular Items**

BACKGROUND:

The Board of Trustees Governance Committee has undertaken a review of the 2007 Trustees Policy Manual. This process requires a careful analysis of both State policy and existing University policy and practices. While the Governance Committee proceeds with this analysis, the President and Provost request a temporary delegation of authority to the President to approve certain curricular items listed in Section 5.3 of the 2007 Trustees Policy Manual.

ANALYSIS:

The following section of the Trustees Policy Manual addresses the specific curricular items for which the Board retains approval authority. The selected curricular items for which temporary approval authority by the President is requested are underlined. Given the above-referenced review of the Trustees Policy Manual by the Governance Committee, Presidential review and approval of selected items on a temporary basis would improve efficiency and accommodate use of the Academic and Student Affairs Committee agenda and Board agenda for other pressing priorities.

SECTION 5.3: Approval of Curricular Items

The Board recognizes that while it has the ultimate authority for approving curriculum, the faculty should play a proactive role in formulating curriculum for the Board's consideration. The President shall develop policies and procedures for the approval of curricular items. Such policies shall conform to all requirements of statute and the CCHE, and shall be consistent with Board goals and priorities. The following curricular actions must be approved by the Board of Trustees of Metropolitan State College of Denver before becoming effective:

- *New degree programs (Major)*
- *New or additional degree titles (B.A., etc.)*
- *New licensure programs*
- *New majors for a teacher licensure program*
- *Consolidation of two or more existing programs into one*
- *Renaming an existing program*
- *Changing the title, e.g., B.A. to B.S., of a degree along with changes in the accompanying degree requirements*
- *Substantive changes in teacher licensure*
- *New minors, concentrations, and certificates of completion*
- *Discontinuation of all programs*
- *New study abroad courses*
- *Changes that increase students' requirements to graduate*
 - *Increasing the credit hours in major, minor, certificate, and licensure programs.*
 - *Increasing the ancillary requirements.*
- ◇ *Changes in the goals and distribution of credit requirements for the General Studies Program (see Section VI.B. of the MSCD Curriculum Guidelines – p. 38)*

- ◇ Additions, deletions, or changes in the goals of other general college requirements that specify types of courses students must take to complete a degree.

The Board Policy Manual provides that the Board may make changes to existing policies or delete policies contained therein at any time in its sole discretion.

RECOMMENDATION:

The Academic and Student Affairs Committee recommends that the Board of Trustees approve a Delegation of Authority to the President to approve certain curricular items per Section 5.3 of the Trustees Policy Manual. This delegation shall end if and when new policies for approval of curricular items are adopted by the Board or at such time as the Board may designate, whichever is earlier.

AGENDA ITEM: Student Fee Policy

BACKGROUND:

The Department of Higher Education (DHE) requires an updated policy for any new or changes in student fees and their approval process from all the Institutions of Higher Education. The MSU Denver student fee policy was last updated in fall 2009.

ANALYSIS:

There have been no changes to the approval process; the document has been revised to include a more clear explanation as it relates to the timelines and processes. Since the changes were minor, it did not require student government body approval.

RECOMMENDATION:

The Finance Committee recommends approval of the attached Student Fee Policy.

**METROPOLITAN STATE UNIVERSITY OF DENVER
STUDENT FEE PLAN
Revised November 2012**

I. Introduction

In accordance with the Colorado Commission on Higher Education (CCHE) Student Fee Policy, this Student Fee Plan ("Plan") establishes University policy for implementing new student fees, increasing current student fees and changing the Plan itself. This Plan is effective fall 2012 and supersedes all previously approved MSU Denver Student Fee Plans.

II. Definitions (See Addendum for specific examples)

- A. Fees:** Any mandatory institution-wide charge assessed to individual students as a condition of enrollment in the University. They may be used for academic and non-academic purposes and they are charged each term. Fees exclude tuition, user fees, and charges for services.
- B. Permanent Student Purpose Fees:** Institution-wide fees that support University programs and facilities of a permanent nature, including but not limited to student centers, recreational facilities, intercollegiate athletics, child care centers, campus health services, contract health services, and permanent student programs such as student government and student activities. They are charged each term.
- C. Non-Permanent Student Purpose Fees:** Institution-wide fees that support specific non-instructional programs that are not within the definition of Permanent Student Purpose Fees such as RTD bus pass fee.
- D. Instructional Program Specific Fees:** Not institution-wide charges; these fees are assessed only to those students enrolled in a specific instructional program or class, to cover costs directly associated with that educational program, department or class.
- E. Administrative Fees:** Institution-wide fees used to provide administrative and support services not associated with a particular educational course or program.
- F. Metro Bond Fee:** Institution-wide fee that provides capital financing for the construction of a new Metropolitan State University Neighborhood.
- G. AHEC Fees including AHEC Bond Fee:** These are fees assessed by the Auraria Higher Education Center (AHEC) to all Auraria Campus students. MSU Denver collects such fees only as an agent of AHEC. AHEC Bond Fee is to repay bond obligations that are incurred for campus facilities. Under the AHEC policy, all new fee assessments are subject to an affirmative vote by the combined student bodies of the Auraria Campus.
- H. User Fees and Charges for Services:** Not institution-wide charges; paid by individual students to exercise a privilege or to receive a service provided by an auxiliary facility,

and to cover the cost of delivering other specific services that are incidental to instructional activities for example, membership fees and fines or penalties.

- I. Administrative Costs:** These are not fees, but are charges to students, student groups, programs or departments for such services as maintenance, utilities or accounting services. Such costs are described on the attached addendum.
- J. Mandatory Costs:** Fees can increase by an approved mandatory cost percent without student vote. These costs will be identified during the Spring by the State and identified on the attached addendum.

III. Timelines for Fee Changes and Changes in Student Fee Plan

- A. Permanent Student Purpose Fees, Instructional Program Specific Fees, Administrative Fees, Metro Bond Fee and Changes in Student Fee Plan:** Changes to these types of fees that exceed mandatory costs or new fees may be implemented once per year, effective at the beginning of the next fall term. The timeline below must be followed:

Fall Semester:	Identify new fees or necessary changes, including program fees. This should be completed by the department requesting the new fee or change. The department must coordinate with the appropriate Dean or Vice President and follow their internal process.
First day of class: spring semester	Written proposals for new fees or fee changes are due to the Budget Office for their information and the Provost's Office for consolidation.
Last business day: January	Proposals distributed to Student Fee Review Panel and University Vice Presidents by the Provost's Office.
Month of February	Review by Student Fee Review Panel, University Vice Presidents. Necessary notice given to students by Student Fee Review Panel.
Last business day: February	Recommendations are due to the Provost's Office and all affected students from Student Fee Review Panel.
First two weeks: March	Complaint resolution procedure, if necessary.
Mid March:	Consolidated recommendations are due to the University President from the Provost's Office.

If no referendum is required (Program Fees and Administrative Fees):

First business day: April

Final recommendations are due to the Budget Office from the Provost's Office to ensure the recommendations are presented to the Vice Presidents, the Cabinet and Board of Trustee Finance Committee and full Board for their approval.

If referendum is required:

Mid April:

Student Government Assembly (SGA) places proposals approved by the University President on student ballot.

Last business day: April

Referendum results are due to the Provost's Office, University President, and Budget Office from the SGA.

June:

Board of Trustee Finance Committee and Board of Trustees vote on fee changes. Subsequent notice is given to all students.

B. Non-Permanent Fees: Currently, all of the University's Non-Permanent Fees are AHEC Fees and therefore follow the process under III.E. Any possible future Non-Permanent Fees may be implemented or changed once per year effective at the beginning of the next fall term. Proposals for these types of fee changes should follow the same timelines as mentioned in III.A.

C. Waiver of Timelines: For good cause, the University President may change the above timelines as necessary.

D. AHEC Fees: The Vice President of Administration, Finance, and Facilities will provide the SGA, the Budget Office, and the Provost's Office with notice of AHEC decisions to add or change AHEC fees upon receipt of formal notice from AHEC. The University will work with AHEC to secure such notices as far in advance of the election as possible. Procedures to be followed are governed by the Auraria Higher Education Center Institutional Plan for Student Fees.

E. Notice: After final approval by the Board of Trustees, students will receive notice of new fees or fee changes at least thirty days in advance from the Provost's Office. The notice shall specify:

1. The amount of the new fee or fee increase;
2. The reason for the new fee or fee increase;
3. The purpose for which MSU Denver will use the revenues from the fee or increase;

4. Whether the new fee or increase is temporary or permanent and, if temporary, the date on which it will be repealed.

IV. Content of Proposals to Add Fees, Increase Fees, or Change the Fee Plan

A. Permanent, Non-Permanent, Administrative, and Instructional Program Specific:
Proposals to add or change fees must be presented in writing and include the following information:

1. The name of the academic department, program, or unit of the University;
2. The reason for the addition or increase;
3. The dollar amounts for the new fee, charge, or increase;
4. The estimated revenue to be generated by the new fee or fee increase;
5. The estimated number of students who will be paying the fee;
6. The effective date of the new fee or fee increase;
7. A description of student participation, if any, in the development of the proposal;
8. The expiration dates for the new or changed non-permanent fees.

B. MSU Denver Student Fee Plan: Proposed changes in the MSU Denver Student Fee Plan must be presented in writing and include the following information:

1. The name of the person or office requesting the change;
2. The reason for requesting the change;
3. The estimated number of students who will be affected by the change, if applicable;
4. The proposed effective date of the change.

V. Review and The University Approval Process

A. Proposal and Preliminary Approval Process: Any member of the University community may submit requests for fee changes through the vice president with current or proposed spending authority for student fee revenue. The appropriate University Vice President's preliminary approval is required before any proposal for implementing or increasing MSU Denver student fees may be considered. Any written proposals to change the MSU Denver Student Fee Plan must receive the approval of the Provost's Office before consideration. The approved preliminary proposals will be forwarded by the Provost's Office, where they are assembled and forwarded to the Student Government Assembly's Student Fee Review Panel and the University Vice Presidents in accordance with the above timelines.

B. Student Fee Review Panel: The SGA President will submit proposed new fees and increases in existing fees to a Student Fee Review Panel. The Student Fee Review Panel (Panel) will consist of three members of the SGA Finance Committee and two current students appointed by the SGA President who are not SGA members.

The Panel will issue a public notice to students within five working days after the receipt of the proposals, describing them and inviting comments and questions from students.

In the case of instructional program charges, the Student Fee Review Panel will issue the notice to the affected students and provide them a reasonable opportunity to express their views. The Student Fee Review Panel will receive information and data from appropriate MSU Denver administrative staff and program or department chairs as necessary to understand the proposals and respond to questions.

The Panel may accomplish the task of informing students and seeking their responses by any reasonable and unbiased means approved and paid for by SGA, including literature, news articles, student forums, surveys, and non-binding preference votes.

The Panel will receive comments and questions, and report the information received to the SGA and the Provost's Office, together with the Panel's written recommendation for or against the proposal.

The Panel's written recommendation will be issued in accordance with the above timelines, and made available to students immediately. The University President will consider the recommendation in making a decision on the proposal.

C. Election Required for Permanent and Non-Permanent Student Purpose Fees: Any new or changes above mandatory costs for Permanent and Non-Permanent Student Purpose Fee will require a referendum by the SGA. The results of an election concerning these fees or increases will determine whether the proposed fee can be forwarded for approval. If the referendum passes by majority vote it will then be sent on to the Budget Office to be added to the agendas of the Board of Trustees Finance Committee and the full Board, which may approve or reject the fee or fee increase. No new fee, fee increase, or fee extension that is defeated by a vote of the student body may be resubmitted for a student vote until the following regularly scheduled election.

D. Election Procedure: Elections will be conducted by the MSU Denver Student Government Election Commission as follows:

1. The Commission and the Administration will publish notice of the election in the Metropolitan and ConnectU and post such information at the Office of Student Government. The notice will include the location of polling places or web site for on-line voting, the closing time of the polls, and full disclosure of non-biased factual information concerning the proposed fee increase;
2. The Commission will prepare the ballots;
3. On the election date, a member of the Commission will establish voting locations, if necessary;
4. Commission members will verify that each person who requests a ballot is a registered MSU Denver student who is eligible to vote;
5. Commission members will certify the results of the election to the University President and to the SGA;
6. Campaigning by the institution and student government will be restricted to providing factual information concerning the proposal.

E. Complaints Concerning Existing Fees: Any affected student may submit a complaint concerning existing fees by appealing in writing to the Student Fee Complaint Committee,

c/o the Office of Academic and Student Affairs. Such complaints must be submitted within ten working days after the commencement of the term the fee is assessed against the student.

The Complaint Committee will be composed of three members appointed by the SGA President and three members appointed by the University Associate Vice President for Student Success. An appointee of the Provost's Office or its designee will chair the Committee.

The Committee will hear the dispute, review the facts, and make a recommendation to the Provost's Office or its designee within ten working days after receiving the complaint. In the event of a tie vote, proponents of each position may submit a statement. The Provost's Office decision will be final. Fees will be waived only if a waiver is required by law or by University policy.

- F. Complaints Concerning Proposed Fees:** A potentially affected student may submit a complaint concerning a proposed new fee or fee increase by appealing in writing to the Student Fee Complaint Committee, as described above, within fifteen working days after the initial notice of the proposed fee or the recommended change. The Committee will hear the dispute as above, and address its recommendations or statements to the University President. The University President's decision will be final in cases of proposed fees.
- G. Student Opportunity to Address the Board:** Students and their representatives shall be given the opportunity to present their concerns about student fees during any Board of Trustees meeting in which student fees or fee proposals are to be presented and/or discussed. Protocol requirements established by the Board of Trustees shall be observed by students making such presentations.
- H. AHEC Fee Change Process:** The approval process for AHEC fees follows the AHEC Institutional Plan for Student Fees. After new AHEC fees are approved, those fees must be approved by the MSU Denver Board of Trustees before the assessment of the fee is made.

VI. Identification and Itemization of Fees

- A. Itemization of Fees:** Student billing statements issued each term will disclose each fee assessed to the student. If Bond Fees are assessed, the statements will identify that portion of the general student fee that is applied to the repayment of the bonds.
- B. Existing Fees and Standing Administrative Cost Charges** are categorized in the addendum attached to this policy. The addendum shall be amended as fees and charges are added, discontinued, increased or decreased and does not require a change in the Plan.

ADDENDUM: FEE AND ADMINISTRATIVE COSTS

I. Fee Categories and Examples

- A. Permanent Student Purpose Fees
 - Intercollegiate Athletics Fee
 - Student Affairs Fee
 - Health Services Fee
 - Immunization
- B. Non-Permanent Student Purpose Fees
 - RTD Bus Pass Fee (AHEC Fee)
 - Phoenix Center
 - Clean Energy (AHEC Fees)
- C. Administrative Fees
 - One Time Application Fee
 - One Time Matriculation Fee (This fee is used to offset the cost of orientation, graduation, and transcripts)
- D. Program Specific Fees
May cover the following costs:
 - Consumable supplies/products
 - Specialized equipment and maintenance
 - IT approved software
 - Honoraria, modeling fees, speakers' fees and similar expenses
- E. AHEC Facility Bond Fee
(Student Union, Child Care Center, Student Lounges, Auraria Event Center)
- F. Metro Bond Fee
This student approved fee is to provide capital financing for the construction of the University Neighborhood.

II. Administrative Costs

Metropolitan State University Administrative Costs

Programs funded by campus-wide mandatory student fees are subject to an Administrative Services Recharge (10%) and Bad Debt Expense (2%) totaling 12% of collected revenues, except as follows:

- AHEC Bond Fees (2%)
- RTD Bus Pass Fee \$.45 / student
- Phoenix Center (2%)

Tri-institutional programs are assessed an additional Administrative Services Recharge of 7% on collected revenues by UCD and 10% on collected revenues by CCD.

III. Mandatory Costs

As determined by the state or other non-university agency

- Personnel costs (salary & benefits)
- Risk Management premiums (worker's comp, liability & property)
- Utilities
- Other (AHEC & Library support) or any costs mandated by the government

2013 Proposed Board of Trustees Meeting Schedule

Current Schedule (Wednesday/Thursday)

Wednesday, February 06, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Thursday, February 07, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.
Wednesday, April 03, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Thursday, April 04, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.
Wednesday, June 05, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Thursday, June 06, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.

Option 1 (Tuesday/Wednesday)

Tuesday, February 05, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Wednesday, February 06, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.
Tuesday, April 02, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Wednesday, April 03, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.
Tuesday, June 04, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Wednesday, June 05, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.

Option 2 (Thursday/Friday)

Thursday, February 07, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Friday, February 08, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.
Thursday, April 04, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Friday, April 05, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.
Thursday, June 06, 2013	Board Committee Meetings	12:00 p.m. - 5:00 p.m.
Friday, June 07, 2013	Board Meeting	7:30 a.m. - 12:00 p.m.

President's Written Report to the Board November 28, 2012

The University is Improving Retention, Graduation

The first-time, full-time freshman retention rate is 66 percent, up from 62 percent in fall 2005, and the retention rate for full-time transfer students is 74 percent compared with 68.6 percent in 2005.

The 2012-17 strategic plan sets new targets: a freshman retention rate of 75 percent and a six-year graduation rate of 44 percent, which mirrors the percentage of other HSI institutions. For transfer students, it calls for an 85 percent retention rate and a six-year graduation rate of 60 percent—all by 2017.

Retention and graduation rates are the traditional metrics of student success. But the way graduation rates, in particular, must be calculated under federal rules is being questioned. MSU Denver is among a consortium of institutions pressing for a more comprehensive way of measuring student success.

As University officials were reminded recently, the current system doesn't tell the whole story. The Oct. 1 online CBS MoneyWatch article headlined "50 state universities with best, worst grad rates" put MSU Denver into the second category. It said the University's six-year graduation rate in 2010 was 20.5 percent based on data collected by the Chronicle of Higher Education, including from the federal National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS).

The system tracks four- and six-year completion rates only for first-time, full-time, degree-seeking students who begin their college educations in the fall semester—a very limited category that excludes thousands of MSU Denver students. For example, the federal data doesn't include transfer students, who this fall make up 56.6 percent of the total student body of 22,976, and part-time students, who comprise 42 percent.

In addition, University officials point out that most MSU Denver students are chipping away at their education as time and money allows—balancing work, family and school obligations simultaneously—and may not graduate in the four- or six-year timeframes.

"This data does not reflect a single thing this University has done in the last seven years," says Jordan, adding that the data would not have even included President Barack Obama since he graduated from Columbia University after transferring from Occidental College. As a result, he and others have advocated for a more inclusive way to measure student success.

The University is among 19 institutions participating in a study of a model developed at the University of Alaska, Anchorage that tracks graduation rates and student performance over 10 years. The Chronicle of Higher Education reports that the model considers all students—full-time, part-time, transfers and others who are not captured by IPEDS.

Additional reforms were recommended by the U.S. Department of Education's Committee of Measures of Student Success. In response to the committee's report, the department announced in April that required

graduation-rate reporting will be broadened to include part-time and other students who have previously attended postsecondary education and it promised to look into other measures.

“While statistics based on a more comprehensive analysis is a step in the right direction, it is certainly not our primary goal,” Jordan says.

strategies for success

New tenured and tenure-track faculty positions have been added since fiscal year 2004-05. The number of credit hours taught by faculty members who fall in these categories has increased as well. Having tenured and tenure-track faculty teach lower-level courses is a known strategy for improving student retention.

The HSI initiative has spun off several reforms. One HSI-inspired policy requires students to declare a major within 45 credit hours. “That helps students get on target so they’re not just taking a whole lot of credits that aren’t going to help them in the end,” says Judi Diaz Bonacquisti, associate vice president for enrollment management.

In the same vein is a requirement that students with low ACT scores take the Accuplacer exam before meeting with an academic adviser. That helps the adviser direct the student to appropriate courses, improving chances for success, she says.

A new coaching and advising effort is based, in part, on data from the higher education consulting firm of Noel-Levitz, which identified factors that suggest success as well as risk factors that can derail a student’s journey from freshman to sophomore.

A new Success Coaching campaign is aimed at more than 700 first-time students most likely to benefit from targeted intervention. It launched last Thursday with a personal email to each student from Randy Hyman, associate vice president for student success, saying a staff or faculty member would be in touch to see how they are doing.

“We know that...one of the most powerful retention tools is the personal contact from a staff member or faculty member,” Hyman says. “The overall objective is to make sure they are doing what they need to do to stay in good academic standing and that they register for spring semester classes so they are persisting on the trail toward graduation.”

The 2012-17 strategic plan includes a full menu of strategies to support student success. One objective is to develop and implement a strategic enrollment plan that includes intentional outreach and adapts research-based retention and graduation best practices.

“We’re looking at some of the basic infrastructure needs to support some of the ideas that essentially boil down to how we are intentionally recruiting, retaining and graduating students,” Diaz Bonacquisti says.

She acknowledges that promoting success is a challenge, that there are no “cookie-cutter” approaches. “We have to realize our students are human with a lot of competing priorities,” Diaz Bonacquisti says. “We need to find programs and support systems that work for the students that we have on this campus and to communicate so they know they’re available to them.”

MSU Denver Launches IT Strategic Planning Task Force

The University has launched a major initiative to develop a strategic plan for Information Technology Services, as well as a new IT governance and organizational structure, to support "A Time of Transformation," the blueprint that will guide MSU Denver's progress over the next five years.

The president's charge for the IT Strategic Planning process is posted on the Strategic Planning web site. The 20-member IT Strategic Planning Task Force includes broad representation from faculty, staff, administrators and students; those members should be named by the end of the week.

One of the group's priorities will be to create a shared governance structure. An Information Technology Strategic Oversight Committee will review policies, strategies and management of the University's IT Services. This committee will work closely with the technology staff to come up with a governance structure committed to "transparency and communication," as the president's charge puts it.

Next, the task force begins the heavy lifting of developing a process to create an IT strategic plan to support a range of institutional priorities, particularly the goals and objectives of "A Time of Transformation," MSU Denver's overall 2012-17 strategic plan.

"This process should be comprehensive and create a mechanism for [the University community] to provide feedback about their experience related to technology services," the charge says. This will involve collecting and analyzing data from several sources, including new and previous surveys, open forums and a review of best practices in technology.

Like "A Time of Transformation," the IT strategic plan also would address core themes – in this case customer service, data security, service reliability, infrastructure, communication and priorities for new systems and services. In addition, the charge suggests creating working groups to identify the systems, services and support necessary to advance the objectives and goals identified in the four themes of "A Time of Transformation:" Student and Academic Success, (Student Success), Community Engagement and Regional Stewardship (Urban Land Grant), Institutional Culture (University Culture) and Institutional Resources (University Resources) .

The president's charge also acknowledges that IT Services has been through many structural changes over the last decade. The task force, the charge says, should consider an organizational make-up that would reinforce the goals identified in the IT strategic plan.

Web Content Management System Project Closes with Success

Just a few years ago, MSU Denver web pages were a jumble of different templates, inconsistent or nonexistent branding and stale content. Departments used several different software packages as well as different versions of software to tweak their pages, and help requests had to take their place in line.

"It was sort of the wild, wild West," as Manager of Web Communications Chris Mancuso put it.

The project is one of 47 completed through the Rightsizing with Technology initiative, which used stimulus funds from the federal American Recovery and Reinvestment Act in 2009 to complete projects suggested by faculty and staff. MSU Denver and President Stephen Jordan were lauded in the October 2009 Chronicle of Higher Education for using stimulus money in this manner to offset the higher education funding crisis

But over the last 22 or so months, a remarkable makeover has brought order and consistency to websites that tell the University's story. Academic and administrative departments now have the tools and the training to take control of their web-based content, and keep it fresh in real time. Another plus: Designated users can log into the system anywhere at any time using any modern browser.

The Web Content Management System Project kicked off in January 2011 and came to an official close due to the joint efforts of Marketing and Communications, the Educational Technology Center (ETC) and Information Technology services. And with all but a couple of its many goals achieved, the project is deemed a success and a model for cross-departmental collaboration.

"It was a huge team effort," says Senior Project Manager Yvonne Flood, "and we got it done."

The new web content management system, Site Manager, was used to create the new MSU Denver website design, which debuted last September. The ETC completed the website migration of the last of the three schools by the target date of Aug. 15; Marketing and Communications handled the administrative side of migration. IT worked with the manufacturer, Ireland-based TERMINALFOUR, to set up the server, load the software and get the system running.

Some 201 sites and 50 sub-sites have been shifted to Site Manager, along with more than 10,000 pieces of content. A total of 228 faculty, staff and student employees have been designated "web authors" trained to use the software. This has introduced a new level of accountability and a smooth transition of responsibility if an author leaves the University.

A Site Manager user group keeps web authors in the loop on important announcements and new features. There are monthly get-togethers where they can work with trainers and trade tips on using the system. More information-sharing and tutorials are in place or in the works.

Site Manager replaced Dreamweaver—and several other software applications—as the University's WCMS. "It's really designed to make it easy for people with a technical background or who don't have any technical background to be shown how to do this so they can maintain their websites," Mancuso says.

And by that measure alone, it's a hit.

But the benefits extend beyond ease of use. Keeping pages current is an important recruitment tool.

"If students are going to our website to make a decision on whether or not to come to school here...and if they go to a page that's 6 months to 12 months old, that's a real turnoff or they might be getting the wrong information...As a result they may not come here," Flood says.

The final report on the project is not the end, however. "There's more to come," Mancuso says. "It's not like we're walking away from it."

Applied Learning Center to Offer Research Grants

Lapel, a biology/chemistry major who will graduate in December with an eye on medical school, parlayed an internship at the Anschutz Medical Campus researching the equivalent of chickenpox in monkeys into an award-winning presentation at last April's inaugural Undergraduate Research Conference, sponsored by the Applied Learning Center (ALC). In the Provost's Awards category, Lapel received \$150 for Best

Student Poster: *"Insertion of Simian immunodeficiency virus-gag Sequence into Simian Varicella Virus Genome."*

"I feel like this internship gave me an advantage...because a lot of people don't get undergraduate research experience," he says. "And to be able to present your research and get an award for it is very beneficial to me on where I'm trying to go."

Promoting research, internships and service learning is the mission of the ALC, which was created last year to house three of the 10 "high-impact educational practices" under one roof. The center is also preparing to accept applications for grants of up to \$500 to support undergraduate research. Student applicants must be working with or have the support of a faculty member and submit a proposal outlining the research project and a budget for the money.

This is the second year for the grant program. Students who win awards are expected to present the results at the next ALC-sponsored Undergraduate Research Conference on May 3 and prepare a final report on the status of the project and an accounting for the grant money.

"We want to have a one-day big event that includes people from all departments that can be a celebration of all the different things students have done," says Rhonda Eaker, ALC director.

The center's Undergraduate Research Program encourages faculty members to include students in their research and makes students aware of the possibility of working on a project.

"A lot of students know their faculty is doing research on something but they've never thought about approaching them and saying 'Hey, can I help you,' "Eaker says. "There's education that needs to be done on both sides."

An undergraduate who lands an internship or participates in research or a service learning project may enjoy "better educational experiences and better outcomes when they graduate," she says.

"They have things on their resume that look good. They have potentially made contacts in the community, and with internships it's a huge advantage to have contacts and a network within your field."

Acequia Project Provides Students an Introduction to Water Basics, Research Methods

The law in Colorado and the West generally awards the greatest control over a water source to the person who first puts it toward a "beneficial use." As for everyone else—stand in line.

But, as a research team of students, faculty and administrators from MSU Denver learned, a much different system governs the water delivered to farms in the San Luis Valley and other places settled well before Colorado became a state.

The team made three trips to the Valley in September and October to interview farmers about acequias, community-operated irrigation ditches introduced by settlers from colonial Mexico. Acequias not only deliver water but are part of the cultural, civic, economic and historical heritage of communities in southern Colorado and northern New Mexico.

The research fits nicely with the work of Devon G. Peña, this year's Richard T. Castro Distinguished Visiting Professor and the University's new One World, One Water Center for Urban Water Education and Stewardship. Peña, a professor of American ethnic studies, anthropology and environmental studies at the University of Washington in Seattle, is also secretary of the Sangre de Cristo Acequia Association in Colorado and a leading expert on acequias.

Peña's testimony before the Colorado Legislature contributed to the passage of a 2009 bill that recognizes acequia practices, including defining water as a communal asset, allocating water distribution based on equity and not just priority and sharing of scarcity in times of drought.

The University research, supported by funding from the Sangre de Cristo Acequia Association and the OWOW Center, and information about the law will be presented at the 2012 Colorado Congreso de Acequias this week in San Luis. The research results will also likely be woven into a book sponsored by MSU Denver's Department of Chicana/o Studies based on the papers of Castro, the late civil rights activist and MSU Denver graduate and instructor, who served five terms in Colorado's House of Representatives.

Four students took part in the acequia project. Tom Cech, director of the OWOW Center, led the first trip to communities in the San Luis Valley; Adriana Nieto, assistant professor of Chicana/o studies, the second, and research assistant Richard Gould the third.

Specifics about the research, including the names of the participating students, are confidential. Nieto said students interviewed farmers about issues such as who uses which acequias, the condition of the ditches and their knowledge of water rights. Most of the farms have been family owned for generations and vary in size from a few acres to hundreds, Nieto says.

The project benefitted students in several ways, she says. They received a crash course in water basics, research methods and the ethics of "parachuting" into a community and asking sensitive questions. Nieto recalls suggesting the students could present their findings to the Undergraduate Research Conference in May. "They were like, 'Yeah that would be great but what do these people get out of it'? They're asking really probing questions that most people don't even start asking until they're doing Ph.D. research."

Ramon Del Castillo, chair and associate professor of Chicana/o Studies, says research such as the acequia project provides essential information about the contributions of Latinos.

"For too long our cultural customs and traditions haven't been respected," he says. The research, he adds, "enhances the understanding of cultural and historical systems that have been in place a long time. So, maybe there are pieces of that acequia system that should be emulated as we fight over this drought and over water.

"We really do have something to offer if people are willing to look at it."

Title III Grant Now in Third Year

Entering the third year of the five-year, \$1.88 million Title III Strengthening Institutions grant, MSU Denver is making progress on the grant's two primary initiatives: enhancing academic support services through technology and faculty development activities and coordinating teacher education advising processes and structures through the establishment of a School of Education.

“Many improvements that the Title III grant is enabling the University to make align perfectly with the Student and Academic Success strategic theme in the 2012-17 strategic plan,” says Sheila Thompson, associate vice president of curriculum and academic effectiveness and one of the grant’s principal investigators.

support services

The first major phase in the grant’s support services component has been realized with the launch this August of the modified Web CAPP report. According to Ned Muhovich, director of the Academic Advising Center, the report was greatly improved both visually and content-wise.

“For instance, the student version and the faculty version are now quite similar, making comparing the two easier,” Muhovich says. “And advisors now have access to information, such as test scores, that will help them guide the student to the right course. It even has the student’s current course schedule whereas before it was hard to find this information.”

BRM-enrollment

Prior to the grant, the University purchased the Banner Relationship Management (BRM) Enrollment Management module through the Rightsizing With Technology initiative after it was recommended by the Hispanic Serving Institution Task Force. In its first year, the grant paid to implement the Enrollment Management module and in its second year, it paid to purchase and implement the Student module, which will improve the advising process for faculty, staff and students.

Both BRM modules, Enrollment Management and Student, will integrate with the technology and procedures currently in place at the University.

The Enrollment module went live in September 2011, and following several months of training, the Admissions Office started using the program last spring. According to Director of Admissions and Outreach Vaughn Toland, the main way his staff is using it so far is for e-mail campaigns to prospective students, encouraging them to apply to the University, and new students who have not yet registered for classes. Admissions is currently running a campaign of three e-mails to prospective students inviting them to attend the Nov. 10 Open House.

“We’re really just scratching the surface,” Toland says. “I know we can take it much further once we’ve worked out some of the system’s bugs.”

Toland says the Recruiting and Admissions Performance (RAP) reporting function is an important capability that he hopes to use soon. And he cites the tracking function as another component that will be of great value to faculty and staff. This function allows anyone who meets with a prospect or a current student to enter their meeting notes as an “interaction.” Through the BRM software, these interactions can be viewed by any faculty or staff member so that they have an up-to-date, accurate account of what has been discussed previously.

BRM-Student

Now the BRM-Student module is being implemented. After weeks of training this summer on this “complicated” software, Muhovich says, “the Academic Advising Center is ready to go.”

He sees the biggest benefit of the software as the ability to proactively target groups of students with information that is very important for their successful retention and graduation. "For instance, it's absolutely essential that certain groups of students know about any changes in general studies requirements," he explains. His office can send a series of e-mails to these students, and "it's a two-way street. So if they act upon the e-mail, we can remove them from the list. And we send them an e-mail acknowledging and thanking them for taking action."

Next up is training in how to use the BRM-Student module for any faculty or staff member who advises students. In addition, grant-supported trainers are available to go to departments.

School of Education

The formation of a School of Education was recommended by the May 2009 Academic Structure Review Committee and so became the other component of the Title III grant.

"Creating a School of Education will give the programs we offer the visibility we need in the community for strong partnerships and the administrative oversight needed to effectively manage the complexity of teacher preparation programs," says School of Professional Studies Dean Sandra Haynes, the grant's other principal investigator. She adds that MSU Denver is the largest licensure program in the Denver metro area and the second largest in Colorado.

President Stephen Jordan concurs with Haynes' assessment of the importance of MSU Denver's Teacher Education Program. "A recent study by the Galloway Group," he says, "cited the excellence of these programs as an opportunity we can build on to meet goals in the strategic plan, such as enhancing our partnership with the Denver Public Schools."

Title III Education Activity Director Rebecca Canges, assistant professor of special education, says that teams of faculty representatives have been researching model schools of education, looking at best practices and comparing the relevant components of each. These models and best practices will help inform MSU Denver's School of Education organizational structure, job descriptions and ultimately curriculum.

According to Canges, meetings have been held with faculty at California State University, Northridge and Jacksonville State University, among others.

"We discussed their structures, programs and methods for supporting an effective School of Education" says Canges. "It is our hope to take what we have learned in order to develop a strong proposal that has innovative ideas for a School of Education at MSU Denver."

A task force chaired by Canges has been formed to discuss next steps. The members are from the Teacher Education Program and the School of Letters, Arts and Sciences to be representative of the different branches of teacher education.

"We want the development of this proposal to be a truly collaborative effort so that we can create a School of Education that prepares our students to be effective teachers in our schools."

MSU Denver Alumni Association Update

November 2012

Outreach & Engagement

There continues to be extremely strong growth and interest from academic departments for alumni constituent groups. We have adjusted our priorities to meet the demand as the outcomes have been very positive for engagement and development potential. Campus partnerships continue to grow exponentially – we are actively engaged with as 12 campus constituency groups with academic units, five geographically based groups, and as many as 15 more in the wings.

Homecoming

Planning is well underway for The Adventures of Super Rowdy! - Homecoming '13 (Feb 4-10)

Tentative Schedule

Monday, February 4: Battle of the Bands, Tivoli Turnhalle

Tuesday, February 5: MSU Denver Amazing Race

Wednesday, February 6: Spirit Day, Tivoli Turnhalle

Thursday, February 7: Bonfire, Dogwood Parking Lot

Friday, February 8: Women's and Men's Basketball v. Colorado School of Mines, Event Center

Saturday, February: Women's and Men's Basketball v. Colorado Christian University, Event Center

Career Services

The monthly events – both on-line and on-site –continue with solid attendance and interest. The personal career counseling sessions are booked well in advance. The program continues to provide much needed services to our base, and increasingly is a partner across campus to serve our students.

We also launched Optimal Resume: on on-line resume and interview service is our first foray into providing a 24/7 service that is available in “their space, time and place.” The service, a joint initiative with the Career Services office, is available to students and alumni.

History Committee

The group continues to collect interviews for a living history of the institution, and we are beginning to receive donations of materials, clothing and other items of historical importance. The project has resource development potential immediately, thanks to the renewed contact on a very personal level.

The project has grown into a significant partnership that includes the Alumni Association, Academic Affairs and the Provost's Office, students trained to conduct interviews and who will be involved in the final production process, the Auraria Campus Library archivist and the History Committee volunteers – MSU Denver alumni and retirees. The goal is to complete 200 interviews by 2015 – the University's 50th Anniversary, and to launch a comprehensive web site celebrating our history.

Student Alumni Association

Group leadership attended the national Affiliated Student Association Programs – CASE conference in Indianapolis and returned to campus with several ideas for programming to our campus. The group continues to be very active on campus, and has sponsored a handful of events designed to raise school spirit as well as the awareness of the Alumni Association.

Alumni Awards Recognition

The annual awards celebration is again during Homecoming this year (Feb 8-9). The recipients are:

DISTINGUISHED ALUMNUS AWARD Jerry Hilderbrand (1974, Accounting)

Jerry is a nationally recognize forensic accounting expert who has testified in more than 120 cases of fraud and theft. He began his career with Arthur Andersen & Company before purchasing a firm in Colorado Springs, and carved out a niche in litigation support services.

MAKING A DIFFERENCE AWARD Dusti Gurule (1996, Chicano Studies)

Dusti has been nationally honored for her work to engage Latinas into voting and campaigning for social and political issues. Awarded as one of the 21 Leaders for the 21st Century, Gurule's organization Latina Initiative works to engage Colorado Latina voters through education and outreach.

THE GIVING BACK AWARD Rowena Alegria (1991, Spanish)

Rowena serves as Director of Communications for Mayor Michael Hancock. She had served as Editor and Publisher of The Denver Post's Viva Colorado. She is active in the Denver community.

STUDENT LEADERSHIP AWARD Molly Hurley

The Student Alumni Association has had significant success due large in part to students like Molly. This year the SAA has become the go-to organization for staffing several of the events on campus. Molly always volunteers for events and is one of our most consistent.

DEAN'S HONOR ALUMNUS AWARDS

Letters, Arts & Sciences: Malcolm Farley (1981, Art)

Malcolm is renowned for his visions of color and ability to capture the moment , the action, and the spirit of the event. Malcolm is the most sought after modern day artist for national and international television broadcasts including USA, CBS, NBC, ABC, Fox Sport, ESPN, NFL films, and the NFL network.

School of Business: Russell Noles (1981, Accounting)

Mr. Russell Noles is the Senior Vice President and Head of Internal Audit at Teachers Insurance and Annuity Association College Retirement Equities Fund.

School of Professional Studies: David Quiones (1985, Criminal Justice)

David Quinones serves as Deputy Chief of Operations for the Denver Police Department.

DISTINGUISHED ALUMNI EMPLOYEE AWARD Kate Lutrey (1988, Journalism)

Kate has held several jobs during her time at MSU Denver. Her latest as director of student concierge services. She started working at MSU Denver in 1982 as business manager of the student newspaper. Two years later, she became the director of student publications. After that she took on various roles as executive assistant to the vice president of student services, including student retention projects.

STATEment MAKER AWARD Bobby LeFebre (2004, Psychology)

Bobby is an award-winning spoken word artist, actor, and social worker. He is a two-time Grand Slam Champion, a National Poetry Slam Finalist, an Individual World Poetry Slam Finalist, and has been a member of three National Poetry Slam Teams. He is also a company actor with Denver's only Latino Theater, El Centro Su Teatro, and has performed in countless productions over the last ten years.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's information, which have occurred since the last Board Meeting on September 6, 2012.**

BACKGROUND: Report of personnel actions which have occurred since the last Board agenda of September, 2012. Temporary appointments, resignations, terminations, retirements, transitional retirements, promotions, reassignments, reclassifications, leave without pay, non-renewal, and final sabbatical reports which are delegated to the President and do not require approval by the Board.

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

APPOINTMENTS

Mr. Charles Hoge, Lecturer of English, Annual Salary: \$40,500.00 – Effective August 16, 2012.
(CATEGORY II FACULTY)

Dr. Steven Reiquam, Lecturer of Communication Arts and Sciences, Annual Salary: \$45,387.00 – Effective August 16, 2012. (CATEGORY II FACULTY)

Ms. Judith Wonstolen, Lecturer of Women's Studies, Annual Salary: \$45,353.00 – Effective August 16, 2012. (CATEGORY II FACULTY)

Mr. Roger Green, Lecturer of English, Annual Salary: \$40,500.00 – Effective August 16, 2012.
(CATEGORY II FACULTY)

Ms. Connie Gabel, Lecturer of Chemistry, Annual Salary: \$46,102.00 at 50%FTE – Effective August 16, 2012. (CATEGORY II FACULTY)

Dr. Randi H. Brazeau, Lecturer of Earth and Atmospheric Sciences, Annual Salary: \$48,905.00 – Effective August 16, 2012. (CATEGORY II FACULTY)

Dr. William Gustashaw, Lecturer of Teacher Education, Annual Salary: \$48,043.00 – Effective August 16, 2012. (CATEGORY II FACULTY)

Mr. Travis Smith, Lecturer of Hospitality, Tourism and Events, Annual Salary: \$47,031.00 – Effective August 16, 2012. (CATEGORY II FACULTY)

Ms. Brandi McClelland, Student Development Specialist, Annual Salary: \$36,000.00 – Effective August 22, 2012. (TEMPORARY/ADMINISTRATIVE)

Dr. Janelle M. Johnson, Equity Specialist Coordinator, Annual Salary: \$72,000.00 – Effective September 10, 2012. (TEMPORARY/ADMINISTRATIVE)

Ms. Maureen Rudy, Family Literacy Specialist, Annual Salary: \$36,000.00 at 83%FTE – Effective September 17, 2012. (TEMPORARY/ADMINISTRATIVE)

Ms. Elizabeth Schroeder, Family Literacy Specialist, Annual Salary: \$36,000.00 – Effective September 17, 2012. (TEMPORARY/ADMINISTRATIVE)

Mr. Ambrosio Rodriguez- Hernandez, Recruiter – CAMP, Annual Salary: \$43,000.00 – Effective October 1, 2012. (TEMPORARY/ADMINISTRATIVE)

Ms. Katherine Deditz, Interim Transfer Counselor, Annual Salary: \$32,500.00 – Effective November 1, 2012. (TEMPORARY/ADMINISTRATIVE)

RESIGNATIONS

Ms. Angelica Franco, Interim Student Development Specialist, Effective August 17, 2012.
(Contract Ended)

Ms. Jennifer Jacobson, Academic Advisor-Education, Effective August 31, 2012.
(Personal Reasons)

Mr. Drew Doxsee, Lecturer of Philosophy, Effective September 6, 2012.
(Contract Ended)

Ms. Spring Johnson, Administrative Assistant to the TRIO Program, Effective September 4, 2012.
(Personal Reasons)

Ms. Elizabeth L. Anderson, Post-Doctoral Psychotherapist Intern, Effective September 14, 2012.
(Contract Ended)

Mr. Bryant Kilbourn, Psychotherapist Intern, Effective September 14, 2012.
(Contract Ended)

Mr. William Bickerton, Director of Database Administration & Data Warehousing, Effective October 12, 2012.
(Personal Reasons)

Ms. Lisa Bradshaw, Project Coordinator – Teaching with Primary Sources, Effective October 12, 2012.

(Personal Reasons)

Ms. Laurel Patterson, Graduate Scholarship Counselor, Effective October 22, 2012.

(Personal Reasons)

Mr. Rebel Saffold III, Director, Advancement Services, Effective November 2, 2012.

(Personal Reasons)

PROMOTIONS

Ms. Laura Lempe, Equal Opportunity Specialist, Annual Salary: \$59,248.00 – Effective September 1, 2012. (FROM Administrative Assistant to EEO and President (\$53,862.00) TO Equal Opportunity Specialist (\$59,248.00))

REASSIGNMENTS

Ms. Jennifer Lutes, Honors Program Coordinator, Annual Salary: \$42,304.00 – Effective August 1, 2012. (FROM CLASSIFIED TO ADMINISTRATIVE)

Ms. Amy Middleton, Social Work Program Coordinator, Annual Salary: \$45,666.00 – Effective September 1, 2012. (FROM CLASSIFIED TO ADMINISTRATIVE)

Mr. Rick Walker, Bank Accountant, Annual Salary: \$46,740.00 – Effective August 15, 2012. (FROM CLASSIFIED TO ADMINISTRATIVE)

Dr. Eric Dunker, Associate Director for Program Development – Extended Campus, Annual Salary: \$68,396.00 – Effective September 13, 2012. (FROM Director Assessment & Spec Testing (\$70,927.00) TO Associate Director for Program Development – Extended Campus (\$68,396.00))

Ms. Kimberlee Bubon, Assistant to the Associate Vice President - Student Success, Annual Salary: \$46,920.00 – Effective September 17, 2012. (FROM Assistant to the Associate to the President for Marketing & Communications TO Assistant to the Associate Vice President - Student Success
(No Change in Salary))

Dr. Sandra M. Posey, Associate Professor of Women's Studies/Director of Learning Communities and FFS, Annual Salary: \$102,963.00 – Effective July 1, 2012. (FROM ADMINISTRATIVE TO 12 MONTH FACULTY CONTRACT)

Mr. Jose Guardiola, Student Retention Specialist, Annual Salary: \$42,000.00 – Effective October 1, 2012. (FROM Student Organization Business Manager (\$36,496.00) TO Student Retention Specialist (\$42,000.00))

Ms. Melanie J. Proulx, Central Registration/DDGrant - Registration/Project Coordinator, Annual Salary \$43,500.00 – Effective November 1, 2012. (FROM Project Coordinator (\$43,403.00) TO Central Registration/DDGrant - Registration/Project Coordinator (\$43,500.00))

RECLASSIFICATIONS

Ms. Gretta Mincer, Associate Director of Student Activities, Annual Salary: \$54,210.00 – Effective July 1, 2012. (Salary increase due to change in job duties)

Mr. Mark Jastorff, Executive Director of the Alumni Association and Alumni Relations, Annual Salary: \$96,000.00 – Effective August 1, 2012. (Salary increase due to counter offer)

REDUCTION IN FTE

Mr. Marc Rodriguez, PAT Coordinator, Annual Salary: \$39,015.00 from 1.00FTE to .20FTE - Effective October 1, 2012. (TEMPORARY/ADMINISTRATIVE)

Dr. Linda Champney, Assistant Professor of Reading, Annual Salary: \$57,566.00 from 1.00FTE to .50FTE – Effective January 22, 2012. (TENURE TRACK FACULTY)

INCREASE IN FTE

Ms. Amy Bechtum, Title III Grant Administrator, Annual Salary: \$74,786.00 from .50FTE to .75FTE – Effective October 1, 2012. (TEMPORARY/ADMINISTRATIVE)